

Educational Supplement

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e.a.s to offer to pay package in return
for agreement on Sir Keith's
list of teacher duties

Scales top-up makes new salaries offer worth 8 per cent

by David Lister

Local authority employers will make a pay offer to teachers next Thursday. It will consist of an immediate five per cent rise, backdated to April, and creation of an extra increment at top of salary scales.

If teachers will automatically go up by a further 3 per cent by March, making the value of the pay rise over the year 8 per cent.

The employers will also offer to top up scales one and two and make £5 payments to teachers who carry out after-school supervision.

In return, teachers will have to agree to Sir Keith Joseph's defined list of duties which include appraisal. If teachers had accepted the employers' informal offer of around 7 per cent in July, they would not have had to agree to this. The NUT say the offer of 7.5 per cent is a sticking point in the 1985 negotiations.

For his part, the Education Secretary has, in effect, shifted from his original and oft-stated position that £200m he is putting into next year's support grant settlement to finance improved pay, promotion and career prospects for teachers, cannot be used for the 1985 pay settlement.

The employers will make an "end loaded" offer by which some of the money is paid at the end of the financial year and repaid a few weeks later when the 1986 money comes available in April.

Employers are hopeful that this reduction of thousands more senior posts in schools - which could eventually lead to the merger of scales one, two and three - will woo the teachers.

At present 70 per cent of secondary teachers, excluding heads and deputies, are on scales one and two, as are most primary teachers. Under the offer, employers offer an extra 20 per cent of primary teachers and a substantial increase for secondary teachers.

The employers are still finalizing the details and exact figures of the offer. It will clearly need a spectacular victory by the NUT even to secure Sir Keith's list of duties in the new pay package. (He remains adamant that without agreement on this by October 11 he will completely withdraw the £200m offer.)

Other unions, including the more moderate AMMA, feel that there is room for negotiation on Sir Keith's package but would refuse to accept it wholesale.

Sir Keith indicated his shift in attitude over the 1985 money last week when he said: "The best prospect for a deal - possibly a staged deal - which takes account of 1986 as well as 1985 and allows the government to approve the use of the extra £1.25 billion (of which £200m is the first stage) for teachers' pay."

Labour's education spokesman Mr Giles Radice, who has argued for this course, gave a cautious welcome to the new developments. Teachers are likely to lose the support of Labour politicians if they turn down an offer loaded with settlement of more than 7 per cent.

They will undoubtedly lose the support of parents. The revitalized Confederation of Parent Teacher Associations says it will publicly announce that teachers have forfeited parents' support if they turn down any offer around the 7 per cent mark. The NCPTA says that the level of industrial action has now become intolerable.

The National Association of Headteachers will tell Sir Keith when they meet him next Monday that proposed payments of supervision are too low and should not be taken from the £200 million.

The TUC - at its congress at Blackpool this week - threw its weight behind the teachers' case for a better pay deal. Mr Norman Willis, the TUC general secretary, personally called for all unions to support a motion backing them when it was debated yesterday.

Richard Garner writes. The NUT and the NAS/WT presented a united front with Mr Jarvis proposing the motion and Mr Smithies seconding it. Teachers from Lancashire went on strike this week - the first to take industrial action this term - to lobby the conference.

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Nervous new boys at Islington Green school in London: the first day at "big" school, can be a terrifying experience according to the Inner London Education Authority, who quizzed pupils about their impressions.

Equal pay laws raise l.e.a. fears

by Hilary Wilce

Education authorities are growing anxious about the effects that the widened powers of the amended equal pay legislation might have on salary levels and staffing structures.

The new powers allow any employee to claim equal pay and conditions with an employee of the opposite sex in another job "of equal value". It is slowly dawning on employers that this offers immense scope to teachers and lecturers to press claims against them, and that the knock-on effect of successful complaints could be enormous.

Employers in the private sector, where most of the 200 claims made so far are located, have already called the legislation a time bomb ticking away in British industry.

This week Walsall's education committee voted to instruct the governors of one of its community schools to restructure two senior posts, in the face of an equal value complaint.

Mrs Janice Clews, backed by the Equal Opportunities Commission, claimed that her work, as assistant director at the TP Riley School, a scale 2 post, was of equal value to the work of Mr Terry Plant, the associate director, a scale 4 post.

The committee decided to "red circle" Mr Plant's post, protecting his scale 4 salary until he retires.

This week Mrs Clews was considering whether to press on with her claim to be paid on scale 4. If she did, and was successful, claims from staff at other community schools would almost certainly follow.

The education committee's decision was reached in private session. It is considered highly sensitive locally. Mr

Philip Wood, the Tory education committee chairman, said he had been instructed by the town clerk not to comment on it.

Other equal value cases being pursued include a Strathclyde school department head comparing herself with a male colleague, and four women lecturers in Liverpool comparing themselves with another member of the same post-16 education development team.

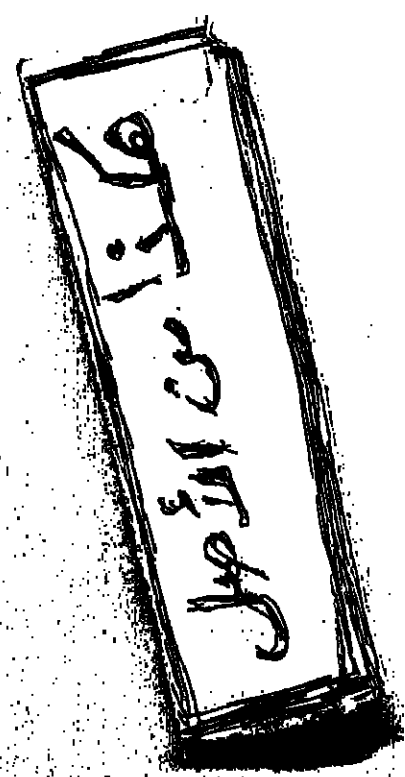
A Clwyd teacher, comparing herself with a male colleague, withdrew her complaint after the Advisory Conciliation and Arbitration Service negotiated a cash settlement of £1,700, which she accepted.

Local authorities have been circulated with advice on how to contest equal value claims by LACSAB, the board which advises them on matters of pay and conditions.

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, said the legislation had been identified as an area of potential problem by the Burnham management.

"Authorities certainly know they could have a dimension of problem that they have not seen before, but there is still uncertainty about the likely implications."

Mr David Whitbread, under-secretary for education of the Association of County Councils, said there was an obvious problem if teachers were free to look across from one school to another, or one authority to another, because of the freedom schools had to use their scale points as they thought best.



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The increase in hung councils is likely to give the co-opted members of education committees a much more important role. Clive Grace and Sian Morgan argue that if this is to happen the DES will have to pay more attention to the large number of 'political' co-options.

Who are the experts now?

Co-opted members of local authority education committees are potentially a very powerful force. Theirs is a latent power, though underpinned by law and enshrined within local authority constitutions, it is one that is little understood. Through a small and informal survey, we tried to find out more.

With only one exception, every education committee in the country has five or more co-opted members on it, forming between a quarter and a third of the membership. In a large but indeterminate number of authorities, the co-opted members hold at least a notional balance of power. Their potential strength is greatest in those areas which are now hung — an increasingly common phenomenon since this year's county elections, which left half the county councils with no overall control.

Co-optees owe their position to the 1944 Education Act which requires all education committees to contain persons of experience in education. The Act also provides that the co-opted members must be persons of experience in education, and that they must be persons of experience in education.

An I.E.A. cannot normally perform any educational function without first considering a report from its "expert" committee. This was made clear in the recent High Court case of *ex parte* Cummins, in which proposals for

school closures by Brent were struck down because (among other reasons) it failed to consider a report on the proposals from its "expert" committee — although there were some very grins in Brent at that description of it. Inquiries around the country make it clear that there are relatively few "expert" co-optees in the professional sense. Their expertise lies more in their knowledge of local education, and the political party machines. Yet one of the few aspects of this issue to attract comment in recent years has been precisely the move towards the politicization of education committee co-options.

Joan Saliba has observed that in some authorities co-opted members are appointed after elections in a process of "horse trading", whereby failed candidates are compensated with positions of influence in education, on a tit for tat basis between the parties. She suggests that this habit was well entrenched where one or other of the older parties were in power with a strong majority. Under Alliance control the political process seems to be opening up to a wider number of people through the selection of co-opted members. If so, this will be a notable change.

In ILEA, the largest education authority (64 members), there is no ambiguity about the political process of co-opting additional members. Apart from four teacher representa-

tives, the 12 other additional members take a party whip, two-thirds of them from the majority party. Tyrrell Burgess, once an ILEA co-optee himself, recalls that some co-opted members, such as Lady Plowden, have been notable for the independence line they have pursued — but on the whole the additional members have accepted they are political appointments.

Many co-opted members are, in effect, nominated by the local political parties in other I.E.A.s too, either balancing one another in number, or reflecting proportionate power on the I.E.A. itself.

The composition of education committees has to be approved by the Secretary of State. Most arrangements

In some I.E.A.s co-opted members are appointed after elections in a process of 'horse trading', whereby failed candidates are compensated with positions of influence in education.

now in operation were approved in 1964 or 1973, following local government reorganizations. The guiding circular very much puts the emphasis on co-optees' personal experience. It invites I.E.A.s to consult appropriate organizations before making appointments, but in practice, co-optees are nominated by organizations, including political parties and professional unions.

Although the DES does not usually see what procedures an I.E.A. uses in appointing co-optees, DES officials are unequivocal that it is personal experience in education which qualifies the person for co-option, not the interests they are seen to represent in another capacity. This is a principle that seems to be at odds with "political" appointments and with the practice of effective nomination by special interest groups.

The DES does not have information about how widespread the practice of political co-options actually is, since they keep no record of the number of co-optees on education committees, other than those from the teaching profession and the churches. Once the DES is satisfied that an I.E.A. has satisfied the broad requirements of the Act and followed circular advice, usually through consultation with officers, it is rare to query its submission, and none appears to have been rejected.

The circular stresses the value of co-opting members of the teaching profession and church figures and the vast majority of I.E.A.s appear to have done so. Teachers are in a favoured position because for education committee purposes they escape the general disqualification of employees of an I.E.A. from sitting on its committees.

Many committees have three teacher representatives from the primary, secondary and further education sectors, although in Sheffield there are nine (out of a total of 18 co-optees) also drawn from polytechnics and

university. The churches' representatives generally have experience of the voluntary school sector. The co-option of parents is a growing trend. At least 10 authorities have co-opted parents directly, often from the local PTAs and Cheshire provides for a parent representative in the committee's constitution. In the London borough of Hillingdon, they also co-opt from the Campaign for the Advancement of State Education, and the Council for Voluntary Service. Other authorities have co-opted industrialists and from the local community relations council.

Overall, the largest groups of co-optees are the political nominees, and the teachers, closely followed by church figures. It may well be the case that all three with their particular constituencies that stands in the way of co-optees exerting an independent, concerted influence within education committees, even where they hold the balance of power. Co-optees may also find it difficult to act in concert in the absence of the kind of explicit co-ordination that political parties perform, or may deliberately avoid acting outside of their specialist areas of knowledge out of respect for the more "legitimate" authority of elected members.

One documented but exceptional exercise of "co-optee power" did take place in the lead-up to the Brent school closure case. Co-optees and the opposition parties voted together in education committee to defeat the ill-considered plans of the majority coalition. Taking advantage of the delegated powers granted to the education committee, and using fast footwork around the legal deadlines, they succeeded in making the I.E.A.'s statutory observations on objections made against the plans — and heartily endorsed them!

It was a cheeky move, and got its own reward when the I.E.A. later voted to restrict the power of the co-opted members of its education committee — although that restriction was itself controversial and may yet be thrown to the contrary to the circular advice. What the example shows is that politicians are unlikely to sit by and watch co-optees exert themselves too forcefully on critical political issues.

Indeed, there must be a strong argument against co-optees having power as a wholly independent force, because of the potential effect on political stability and orderly decision-making if an education committee too frequently crosses swords with the I.E.A. itself. In any event, an I.E.A. never has to agree with its education

committee, just to hear it out before acting. This puts a premium on persuasion rather than voting power.

In a number of authorities, co-optees play important advisory or policy-making roles on sub-committees. Even in Croydon which, uniquely, has no co-opted members at all on the education committee, there are three teachers, three church figures and two public figures on the sub-committee for schools and further education. And community representatives doubly outnumber elected members on its sub-committees for careers and training, and for youth advisory.

In ILEA, co-opted members play a full-time role on sub-committees, and occupy key positions. This provides an opportunity to do credible work, and to help to carry out the policy commitments of the authority. One view is that elected members willingly share decision-making on key questions because the political allegiance of co-optees is not in doubt.

Quite a different picture emerges for co-opted members freed of party political allegiance or other representational interest. In Brent, some of the co-opted members see their role as bringing sanity into a committee torn in near halves by political strife and "power-mongering".

Bob Walker, of the Brent Community Relations Council, has been a co-opted member of the committee for some years, and is firmly of the view that it is only the co-opted members who can place a proper emphasis on quality of education and, in particular, education opportunities for black children. Where debate between parties is waged as a war for purely political gain, he (like most of the other co-optees) is likely to abstain as the only credible option. He is joined in that position by the independent and informed church figures, who are seasoned campaigners in the field of education in the borough.

Two things emerge from all this. First, some detailed research is long overdue into this fascinating backdrop of educational decision-making, particularly since the increase in hung councils is likely to make the role of co-optees a backwater no longer. It could usefully embrace the wider issue of lay participation in educational decision-making and management, including the question of the possible role of area advisory committees.

Second, it is clear that the guiding circular on the composition of education committees is badly out of step with the reality it purports to regulate. It completely fails to recognize the "political" co-optees, who make up the largest number on many education committees. As far as the DES is concerned, there are very few political party co-optees, because the I.E.A.s' submissions do not generally distinguish them.

There may be room for a new circular which either excludes political co-optees or brings them properly within the scope of education committee constitutions, perhaps as a kind of "educational alderman". And from our small survey at least, some co-optees would welcome more guidance on what their role is supposed to be, and some clear support in performing it.

Clive Grace and Sian Morgan work at the Brent Community Law Centre.



Mr Justice Hodgson struck down Brent L.E.A.'s proposed closure of Willesden High because it had failed to consider a report from its "expert" committee.

Lecturers may get pay packet boost

By Diane Spencer

Some college and polytechnic lecturers might find this month an extra 5 per cent in their pay packets in advance of a final agreement on this year's pay settlement as local authorities want to avoid a deadline on paying higher national insurance contributions.

The Local Authorities Conditions of Service Advisory Board wrote to education authorities on August 22, warning them that unless they paid 2 per cent this month they would stand to lose about £1.2 million because of changes in the last Budget.

The Chancellor then removed the ceiling for employers' national insurance contributions for employees earning more than £13,780 with effect from October 6.

As a pay settlement has not been formally agreed between management and unions, not only salary from that date, but back pay from May 1 will be liable to higher contributions.

To remove the risk of back pay being affected, LACSAB copied the Committee of Vice-Chancellors and Principals who advised universities early in August to increase salaries by 3 or 4 per cent who had not yet settled pay claims. LACSAB does not yet know how many authorities have heeded the

warning.

The 76,000-strong National Association of Teachers in Further and Higher Education has recommended its members to accept the pay deal struck with management at the end of the summer term.

The agreement included 5 per cent rise from May 1 and 2 per cent from December depending upon a report on salary structure and savings being produced. This would put 5.8 per cent on the pay bill.

NATFHE is balloting its members this month on the deal.

De la Salle and Hertfordshire colleges axed as review committee agrees teacher training allocations up to 1989

NAB rejects merger and votes to shut two colleges

by Biddy Passmore

De La Salle College and Hertfordshire College of Higher Education had their final death sentence pronounced on Monday.

The committee of the National Advisory Body, chaired by higher education minister Mr Peter Brooke, rejected a proposal from the Voluntary Consultative Council to allow De La Salle College to merge with the Liverpool Institute and voted instead to withdraw funding and approval for all its remaining advanced courses.

It also approved the board's recommendation to end teacher training at Hertfordshire College.

In both cases, the decision means closure.

Committee members also approved a reprieve for teacher training at Portsmouth Polytechnic, the College of St Mark and St John in Devon, and North Riding College. In addition, they decided to allow teacher training at Humberstone College — cast into doubt by the decision to save North Riding — to continue and confirmed that Wolverhampton Polytechnic and West Midlands should receive a joint allocation for teacher training.

These decisions mark an end to

NAB's exercise to rationalize teacher training. Allocations to teacher training institutions have now been agreed up to 1989.

The committee also agreed on Monday which institutions they would recommend to the Department of Education for extra places in science and technology under the Government's £43m "switch" programme.

NAB's five first choices are the Polytechnics of Central London and the South Bank and Kingston, Middlesex and Plymouth Polytechnics. A second list consists of Coventry, Hatfield and Huddersfield and four further institutions are recommended as specialists in advanced manufacturing technology: Trent, North Staffordshire, Sheffield and Leeds.

The committee did not take a decision on whether polytechnics should be allowed to call themselves universities but members were said to be unenthusiastic about the idea.

The recommendation to close Hertfordshire College of Higher Education was deplored as "an overhasty and illogical action that would result in the disappearance of a valuable education-

al asset", by the National Association of Teachers in Further and Higher Education.

Take-up of places on teacher training courses due to start this autumn is still sluggish, according to the Central Register and Clearing House, Bert Lodge writes.

There has been a substantial fall-out rate for BEC courses, Lt Col John Massey, secretary, said this week. "Either they failed to qualify or did better than they expected in A levels. At present most institutions seem able to accept. It means institutions which had closed their lists are now reopening them."

It was a similar story on postgraduate certificate of education courses, Col Massey said. "Rather more institutions are still able to consider applications for secondary subjects than at this time last year."

The slow take-up of places has meant the clearing house, the agency for handling the majority of teacher training applications, has not felt able to update its list of vacancies since mid-August when the effect of A level results was still to come.

Crummy state of schools — Sir Keith

Thousands of schoolchildren are being educated in "crummy" conditions, Sir Keith Joseph said this week. But after a tour of dilapidated school buildings in Sheffield the Education Secretary said three was virtually nothing he could do about it because of Government restrictions on local authority spending.

Sheffield City Council estimates it needs to spend up to £8 million a year over the next 10 years to bring schools up to standard.

Sir Keith said: "They have rubbed my nose in some pretty depressing, leaking and obsolete buildings." He admitted most authorities would be able to show him similar conditions but said he did not believe the quality of education was directly related to the state of maintenance of school buildings.

He conceded: "There must be some discouragement for lively education if the premises are too crummy. It does not follow that a child will necessarily suffer in education because he or she has some unpleasant loss to use for a year or two or even three of their schooling. What we are talking about is not necessarily linked to education and quality and effectiveness."

Mr Mike Bower, chairman of the Sheffield City education committee, said conditions at some of Sheffield's schools were much more worse than "crummy".

New deal for Muslims

A "Charter for Muslims" giving children special rights to language, diet and dress was approved by the London Borough of Brent's schools sub-committee this week.

The charter, launched by the Brent Labour group last Monday, will give the borough's 4,000 Muslim children the right to have halal meat in school meals, be instructed in their faith, be excused religious education and assembly, and have separate PE lessons.

It also asks schools to offer Urdu as an optional language in secondary schools and improve mother tongue teaching in primary schools.

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Primary education conference

The air is full of conflicting messages for the primary schools — from politicians, employers, HMI. How are these messages to be interpreted? How should the schools respond? What are the implications for the curriculum? Specialisation? Staffing?

As part of The TES 75th Anniversary celebrations a one-day conference is being held at the Chapter Hall of the Order of St John of Jerusalem, St John's Lane, London EC1, on Thursday October 3 from 10.30 am to 4.30 pm.

The chairman is Professor Ted Wragg of the University of Exeter. Speakers: Ron Johnson, formerly Chief Adviser, Cheshire. Ken Young, head of Mansfield primary school, London E14. Beverly Anderson, a former Oxfordshire primary head and now of Oxford Polytechnic. Mary Jane Drummond, former infant school head, now at the Cambridge Institute of Education.

Most of the places at the conference will be taken up by an invited audience of heads, advisers, teacher trainers and others with special expertise in primary education but a limited number of tickets are now available, generally, to readers of The TES who apply.

If you would like an invitation write now to Mary Cruickshank, The Times Educational Supplement, Priory House, St John's Lane, London EC1 4BX.

We're fighting for existence, teachers' leader tells TUC

by Richard Garner

Teachers are locked into a battle to preserve the very existence of state education, this week's Trade Union Congress in Blackpool was told.

Mr Gordon Black, president of the National Union of Teachers, moving a motion deploring the increasing trend towards centralised control of education, accused the Government of adopting an "arrogant, vindictive and at times contemptuous attitude" towards teachers.

He said NUT ballots on industrial action had produced votes of 83 per cent in favour, adding: "That couldn't have been achieved if it was just about pay. We are locked into a battle to preserve the very existence of state education."

Mr Green said that local education authorities were being "stifled, strangled and suffocated" by central control of their spending.

The motion was carried unanimously — as was an earlier plea to the TUC to press for more resources for the support services in education to prevent what one speaker said would be the collapse of the service.

In his address to the congress, Mr Clive Jenkins, chairman of the TUC's education committee, accused Sir Keith Joseph, the Education Secretary, of having an ambition to become the first education minister in any part of the world to close a university since 1840.

He said that the nation now spent "infinitely more on preparing for war

than educating for peace". Speaking on another effect of cuts, Mr Don Winters, NUT treasurer, condemned "the scandal of Britain's dilapidated, dingy, dirty and neglected school buildings".

A survey by the Building Employers' Confederation had shown that one-third of all schools had a leaking roof, one quarter outside lavatories and more than 20 per cent were overcrowded.

It had also revealed that three-quarters had inadequate staff accommodation and 90 per cent of all secondary schools had inadequate workshops for art, craft, metalwork and engineering subjects.

Congress also carried a motion proposed by the National Association

of Teachers in Further and Higher Education which called for a two-year education and training scheme for all school leavers with a substantial element of off-the-job education and training.

Three teachers' union representatives who sought election to the TUC's ruling body — the general council — have failed in their attempt.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, came closest by coming 16th in the contest for the 11 seats reserved for representatives of the unions with less than 100,000 members.

Ms Diana Warwick, general secretary of the Association of University Teachers, came 20th out of 23 in the same section.

Mrs Barbara Lloyd, a Welsh executive member of the National Union of Teachers, came 10th out of the 11 candidates vying for the six seats reserved for women on the general council.

Missing from the conference was the long drawn out battle over the Youth Training Scheme such as has divided it in the past. Instead conference voted overwhelmingly to instruct its leaders to draw up a comprehensive plan of emergency job creation measures and longer term employment initiatives to include "a new two-year programme of education and training for young people with jobs at the end of it."



Don Winters

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Lady Plowden took a notably independent line while serving as a co-opted member.

Susannah Kirkman and Geraldine Hackett report from the British Educational Research Association conference.

HMC staff-pupil ratio same as state sector's

Public schools no longer have better pupil-teacher ratios than the state sector, according to research at Aston University.

The study was carried out by Dr Geoffrey Walford, a lecturer in social and technology policy, who found very little difference in staff-pupil ratios between the independent and state sectors.

If sixth-formers are weighted twice as highly as other pupils, a common weighting method the staff-pupil ratio for state schools in 1981 was 1:17.1. The same calculation for HMC schools in 1983 gives a ratio of 1:17.2 and Dr Walford suggests that parents should question why the teacher-pupil ratio is so bad at HMC schools.

Dr Walford has also challenged the view that public schools have undergone a revolution in the past 20 years. He believes they have changed less than some people like to think.

While public schools no longer have privileged access to Oxbridge places through closed awards, they are still much more successful at getting their pupils into Oxbridge than state schools and colleges.

In 1983, 46 per cent of the candidates accepted by Cambridge came from public schools, although they made up only 36 per cent of the applications. At Oxford, 39 per cent of the applicants were from public schools, but 47 per cent of the students who won places came from independent schools.

Dr Walford suggests that public school teachers have much better links with Oxbridge colleges than staff at state schools. At the two major public schools Dr Walford studied, the admissions tutors of some colleges were invited to dine with the headmaster, and teachers had a good idea of the sort of candidates individual colleges were looking for.

Most of the teachers still see red-brick universities and polytechnics as second-best to Oxbridge, and public school pupils know far less about polytechnics than state school sixth-formers.

Public schools are no longer disdainful of technology, but their response has been "patchy", Dr Walford says. Major public schools have well-equipped computer laboratories and good links with industry, but 19 per cent of HMC schools are still not members of the Independent Schools' Microelectronics Centre, which acts as an information centre and stimulus for public schools.

Pupils no longer spend all their time doing classics, yet public schools still emphasize Latin far more than state schools. Rugby, for instance, has more classes masters than English masters.

Life in Public Schools, by Geoffrey Walford, is to be published by Methuen books at the end of 1985.

Assessment found to cause frustration

Teacher assessment schemes have been time-consuming and can raise expectations in teachers that are difficult to meet, according to researchers. Schemes in schools are voluntary - some 56 have been identified in a recent survey - but the Government is committed to seek new powers that will allow the Education Secretary to impose a national system of teacher assessment.

Mr Chris Metcalfe, a staff tutor at Boston Spa comprehensive school, has been looking at the use of appraisal interviews in schools. Speaking at the Symposium on Teacher Appraisal, he said that schools have found the process time consuming. Headteachers and heads of department, who carry out most appraisal interviews, had not usually been provided with any training or given support to carry out the work.

"The success of such schemes depend on whether they are going to make a change for the better," he said. They could lead to frustration when teachers' heightened expectations

were not met. Some class teachers had complained of a lack of clarity of purpose.

He warned that teachers might be unwilling to take part in appraisal interviews if schemes are perceived as a means of removing weak teachers.

Mr John Rowan, a primary school head in Hertfordshire who has visited 22 primary schools in five local authorities, said that many teachers were demanding early implementation of formal appraisal programmes.

"Appraisal was seen as a necessary and integral part of staff development policy, which offered many potential benefits to all concerned in education. Indeed, the integrity of a profession without formal appraisal was to be seriously questioned," he said.

Mr Colin Byrne of the Department of Education at Cambridge, was more cautious about the limits of any appraisal scheme. For an appraisal procedure to yield reasonably valid results, its design had to relate to the specific area. Teachers were not uniformly effective across subjects and pupil ages, he said.

For most teachers, multiple appraisal procedures are needed, he said. "It may be appropriate, for example, to develop a procedure to appraise teachers in relation to the teaching of fractions to slow learners in the early secondary years," he said.

The developing of a framework of satisfactory methods of appraisal raised many problems. "There is a serious risk that significant resources and a great deal of energy of teachers and others could be expended to little or no benefit in terms of improving the quality and quantity of pupils' learning, which should be one of our main aims, while there could also result a great deal of injustice among teachers."

In a paper distributed at the symposium, Patricia Broadfoot and L. Hartley of the School of Education at Bristol University argued that it would be unwise to introduce schemes that rewarded excellence or punished incompetence when it has not been possible to isolate and measure the teacher's part in the learning process or to eliminate subjectivity in assessments of other people's behaviour.

In the context of the employers' proposals to link assessment to merit pay, the paper points out potential pitfalls. Teachers identified as "outstanding" may become frustrated if, at a time of falling rolls, there are no opportunities for advancement.

Behind the assessment proposals, Broadfoot and Hartley perceive a process of greater central control.

"The recent employers' and Government proposals attack the very concept of teacher autonomy by insisting on external assessment and a national framework for the evaluation of teachers' performances. In this sense they push the teacher closer than ever before to becoming an education worker who has no control over the content of his work and has to accept the judgements made by his managers."

HMI 'misjudging schools' examination performance'

The exam performance of a large number of schools was being totally misjudged by Her Majesty's Inspectorate, the British Educational Research Association conference in Sheffield was told this week.

The criteria used by HMI to judge exam results were biased towards schools with able pupils and in good catchment areas, said Dr John Gray, a lecturer in education at Sheffield University. The inspectors took too little account of a school's intake when evaluating results, he explained.

Dr Gray has written to Mr Eric Bolton, the Senior Chief Inspector, to express his concern. In the letter, he says that out of 35 of the full inspection reports that he and his colleagues, Dr Valerie Hannon, analysed only six related the school's exam results to its intake.

HMI appeared to be ignoring comparison techniques which were standard among educational researchers, Dr Gray said. The reports showed that HMI was aware of the effect of deprivation or advantage on pupils' performance, yet these factors were hardly ever used to interpret exam results.

Instead, exam results were compared with the national average or with the school's performance in previous years, or the report gave the percentage of passes out of the total number of pupils entering the exam.

As a result, schools in prosperous areas appear to do better than schools in socially deprived areas. Exam results were described as "very good" for a school with "significant numbers for whom a high academic expectation is entirely appropriate", according to

HMI. But at a school where three-quarters of the pupils came from "inner-city areas where there is considerable deprivation", the results were described as "reasonably satisfactory except at O level".



Dr John Gray

L.e.a.s urged to step up research role

Local education authorities should play a more active role in educational research, according to Mr Brian Wilcox, chief adviser to Sheffield's education authority and president of the British Educational Research Association.

L.e.a.s. advisers should act as research "brokers", bringing researchers and policy-makers together and fostering research which illuminated l.e.a. policies, Mr Wilcox told the conference. An l.e.a. which wanted to co-ordinate provision for the "under-fives", for instance, might decide that research into parental views would be

useful. An adviser could then approach the local university or polytechnic to see whether a member of staff or a student might carry out a survey.

The Government White Paper, *Better Schools*, would force l.e.a.s. to define their policies more precisely, and would help them to specify areas where research would be useful, Mr Wilcox said. Research policies could be circulated to local and other researchers. L.e.a.s. would not necessarily provide funds for research, but would be able to offer researchers access to schools. Seconding teachers to do research

for l.e.a.s. would be a cost-effective way of working with research centres, Mr Wilcox suggested. The growth of post-graduate education courses which involved empirical research projects had made teachers a significant group in the research community, he said.

L.e.a.s. could also be the key to the wider dissemination and greater impact of educational research, Mr Wilcox added. And the research community would benefit from closer co-operation between Her Majesty's Inspectorate, l.e.a.s. advisers and academic researchers.

A special need to be consulted

A study of teachers' reactions to special needs provision suggests teachers have special needs too: if class teachers are not consulted about new services for children with special needs, they will feel dissatisfied and disaffected.

Since the 1981 Education Act, local authorities have been reviewing provision for children with special needs and class teachers have become more involved in meeting special needs in their own classes, but class teachers are among those least likely to be consulted about plans for the setting up of new services or the intention behind decisions taken by l.e.a. officers.

In their study of schools in six l.e.a.s., Caroline Glippe and Harriet Gross of the University of London Institute of Education found that teachers' satisfaction with services did not just depend on the level of provision. L.e.a.s. are not consulted, but one described as a county council in the Midlands had a lot of money for

special needs, yet two-thirds of the teachers considered the support they got to be either inadequate or totally inadequate.

The new service is one of peripatetic remedial teachers who withdraw children for help, as well as providing some advice and in-service training. Of the 45 teachers questioned, 20 believed the best way of helping children was small classes and only seven favoured withdrawal. The school-based part-time staff were being withdrawn from schools to add to the central support team. That was reducing schools' ability to be flexible in staffing, especially where there were large classes.

By contrast, the two local authorities where the majority of staff thought provision was adequate were metropolitan boroughs in which materials and teaching programmes are provided for class teachers to use themselves.

"In both cases, teachers have been

involved in developing the materials and the programmes have become well-known outside the local education authority", says the research.

Of the six case studies, the authority that had the largest proportion of dissatisfied teachers was a rural county council in the south. Some 80 per cent of the 36 teachers questioned thought the services inadequate, but, say the researchers, that was not surprising considering the very small amount of help available.

Children with special needs might get "picked on" in ordinary schools. That was how a group of four teachers responded when asked what would happen if children with learning problems or physical disabilities were integrated into their school.

Dr John Quicke, a researcher at Sheffield University, interviewed four groups in the fourth year of a city comprehensive, and found that all groups thought such children would

NUT backs off from deal for guarantees

by Richard Garner

Fears of job losses by other council workers' unions have scuppered plans by the National Union of Teachers to reach agreements with local authorities on minimum education standards.

The NUT approached about 30 l.e.a.s. - either facing rate-capping or high on the government's list of alleged over-spenders - with a view to signing agreements which would protect teachers' jobs and class sizes.

But other union leaders feared the guarantees given to the NUT would lead to their members bearing the brunt of any cuts.

Mr Don Winters, NUT treasurer, said this week that his union had signed such a deal, but added: "There seemed in the end to be some reluctance on the part of Sheffield to proceed with that."

Mr David Blunkett, the Labour leader to Sheffield city council, said: "There was a major problem in actually giving such a guarantee to one union which was built into their contracts and not given to other unions."

"The General Municipal, Boilermakers and Allied Trades Union, the National and Local Government Officers Union and the Transport and General Workers Union all have members in the education service who wanted us to do the same."

He added that "some of our political comrades" also could not go along with resorting to the courts to uphold the

agreement to protect services - instead of resorting to political tactics.

Mr John Edmonds, general secretary elect of the GMBATU, said: "Manual workers, school cleaners and caretakers were worried that initially a contractual guarantee given to one group might be used against them in circumstances where there were overall restrictions on funds."

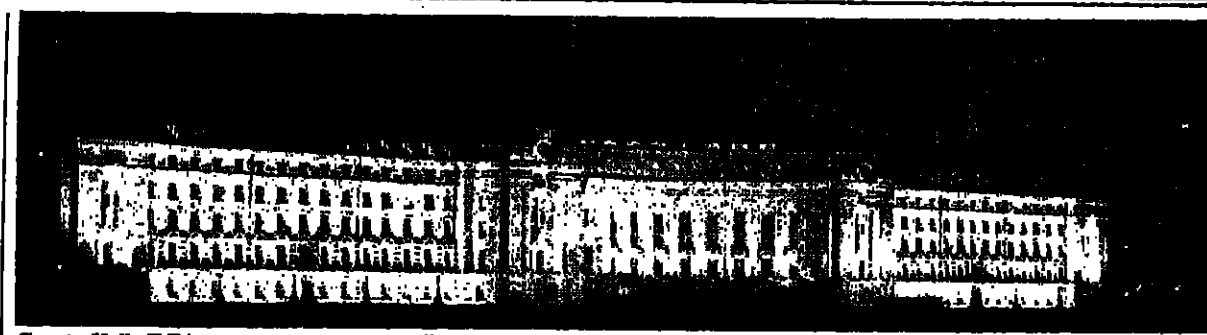
Mr Fred Jarvis, who in addition to being general secretary of the NUT is also chairman of the TUC's local government committee, said his union had hoped other unions would consider the same tactics.

The NUT is set to lose its image of always having a head teacher occupying the key post of president.

None of the five candidates who have so far declared themselves for the union's two vacant vice-presidential posts - to be elected in the autumn - are head teachers.

The successful candidates will go on to become presidents in the years 1987 and 1988 respectively.

The five candidates are: Mr Malcolm House, a deputy head from Brent; Mr Ken Jones, a teacher from Barking and Dagenham; Mr Ian Morgan, a college vice-principal from Lancashire; Mrs Carole Regan, a teacher from Inner London; and Mr John Perry a teacher from Leicestershire who has - until recently - been working on secondment to the Schools Council.



County Hall: ILEA successor expected to find a new home.

ILEA braces for chop and change

by Biddy Passmore

Finding a home for several thousand staff is just one of the urgent problems facing the Inner London Interim Education Authority, set up this week to pave the way for the directly elected body which will take over the capital's education services next spring.

The Government assumes that County Hall will be vacated when the Greater London Council - with which ILEA shares the building - is abolished next March. But ILEA officers estimate that it could cost at least £100 million to find alternative premises to house the biggest education authority in Western Europe.

Mrs Frances Morrell, leader of the authority, made it clear this week that she would be fighting to stay put. "County Hall is the historic home of London including the ILEA," she said. "We think we should stay here."

County Hall is not the only thing the authority shares with its doomed parent body, the GLC. It shares many services too: architectural, engineering, scientific, valuation, medical and legal. Sorting out which the new ILEA can afford to run on its own and which should be left to the boroughs is another task which could make the next few months difficult.

"We also have to make decisions about the enormous purchasing facilities of the GLC supplies department, which provides us with more than £40 million worth of material annually and which is relied on by many other local authorities," Mrs Morrell added.

Mr Maurice Stonetrest, director general of the GLC and clerk to the ILEA, said there were more than 2,000 GLC staff who currently serviced the ILEA and at least a further 2,500 who provided support services which were charged to the authority. But neither he nor Mrs Morrell would hazard a guess as to how many would find jobs with the new authority. The ILEA already employs up to 3,000 white-collar staff of its own at County Hall.

The interim ILEA - which, under the 1985 Local Government Act, consists of the same 48 members who form the existing authority - met for the first time yesterday to start sorting out its administrative arrangements.

Its other main task is to prepare and agree a budget and rate precept which the new, directly-elected councilors will find in place when they take up office next May. The new body will automatically be subject to rate-capping for the first three years, as the existing body has been, so there will be little room for manoeuvre.

Despite the problems, Mrs Morrell hailed the establishment of the interim

ILEA as "a reminder of a historic triumph for the people of London" over repeated Government attempts to break up the authority.

She added: "Now we've brought London through this legislative blitz, I hope we can now have a period of stability in which we can devote ourselves wholeheartedly to the business of being an education authority free from Government-imposed insecurity."

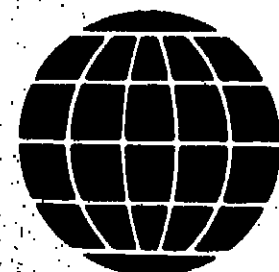
The first direct elections to the new authority will coincide with London borough elections next May and will produce 58 members, two from each of the 29 Parliamentary constituencies in inner London.

Mrs Morrell said this week she thought it unlikely that Londoners would vote purely on educational issues in the direct elections, although she thought there might well be a higher focus for education. And she would not speculate about whether a Labour Government would abolish direct elections when it reintroduced a London-wide local authority to succeed the GLC.

Of one thing, however, she was sure. Asked if she thought Labour would keep control of the ILEA after direct elections, she replied with a firm yes.

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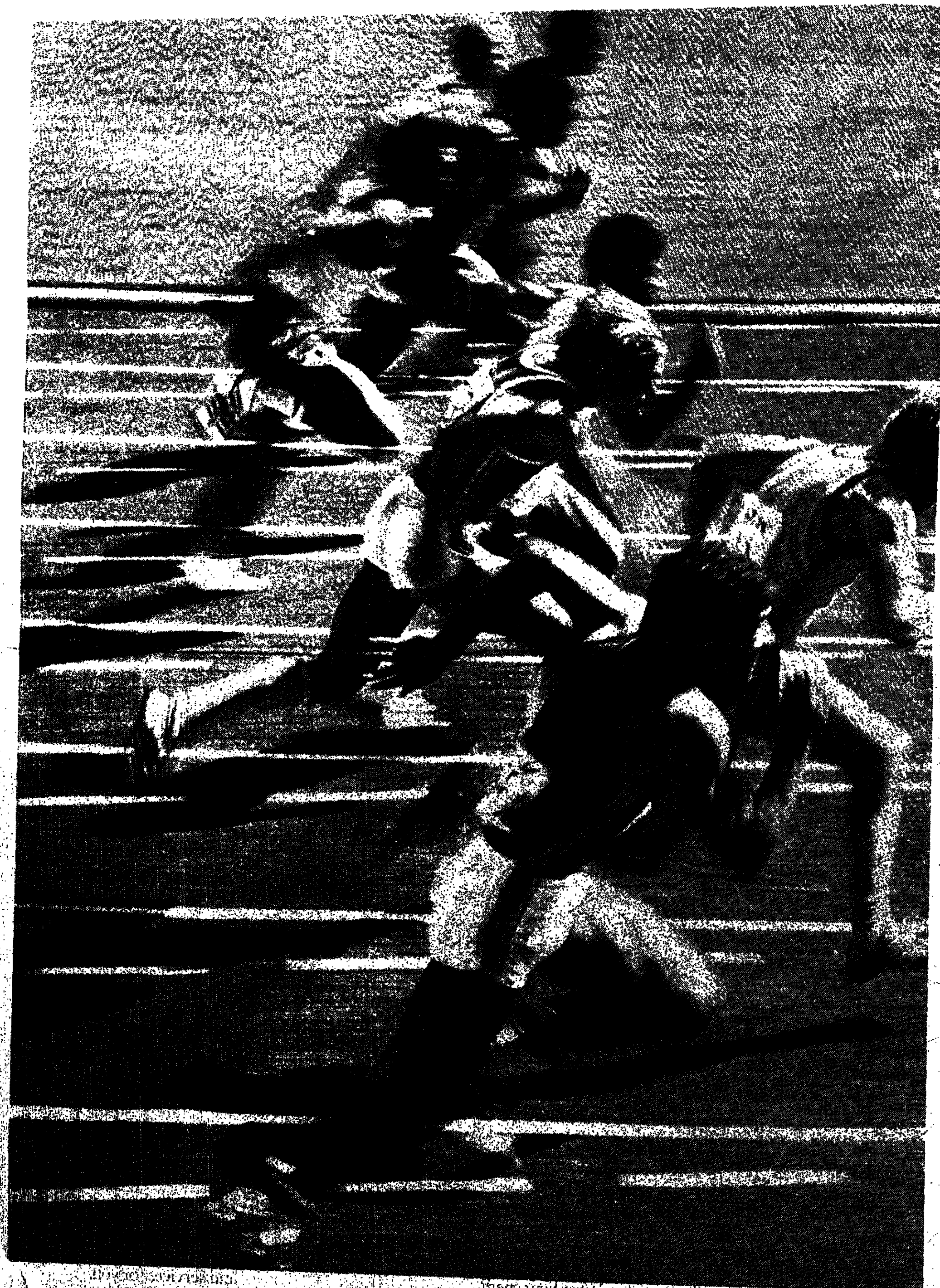
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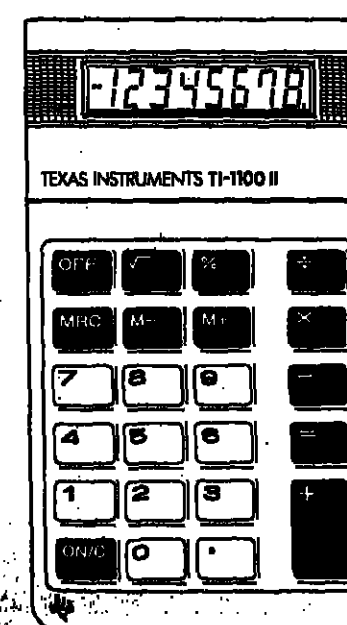
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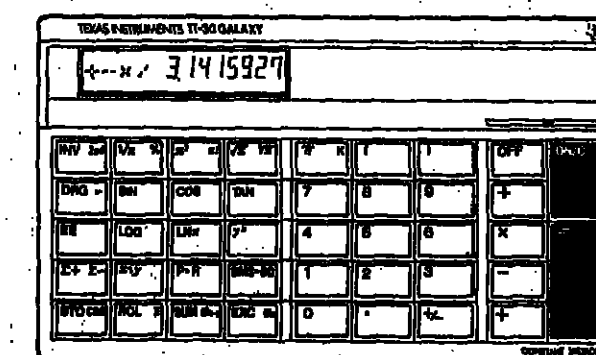
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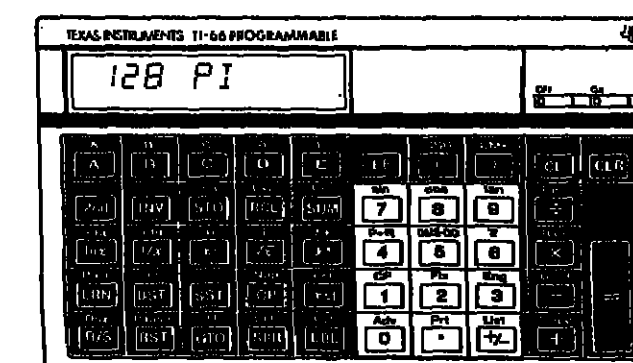
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TEXAS INSTRUMENTS

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Twenty years on, England and Wales's 30 polytechnics still have a poor public image and many of the major questions about their role and scope have yet to be decided. Paul Flather considers why this should be so and speculates on what the future may hold in store for them while Biddy Passmore (opposite) reports on the long-awaited central admissions system for polytechnics which opened earlier this week.

It is now 20 years since the polytechnic dream was given shape in a speech at Woolwich by Anthony Crosland, the then Education Secretary in the Wilson Government. Yet today many of the central questions about their role and scope have still to be settled. Their public image is very poor, and it is not surprising that some parents still balk at the prospect of their children ending up at one of the 30 polytechnics.

What evidence there is, filtered through bodies like the Committee of Directors of Polytechnics and the teacher associations, suggests there are still parents who simply believe "polytechnics are for those who fail to get into university". As expected, this view is more common in independent schools than state schools, though the old philosophy of "poly-filling" is certainly disappearing.

As polytechnics have grown, and more teachers have themselves come from polytechnics, so the image has improved. But as Mrs Janet Martyn, assistant secretary responsible for careers work since 1970 at the Assistant Masters and Mistresses Association, says: "Many still seem to want to use polytechnics to hedge their bets. One would like to see more pupils plunging for polytechnics as a positive decision, not just when something goes wrong."

Much is expected from the new central admissions system for polytechnics (PCAS) which opened on September 1. Already the polytechnic courses handbook is highly regarded and the biannual *Focus* provides useful insights for schools into new courses. But the overall feeling, endorsed by the CDE, is that while things are improving, polytechnics are still not fully appreciated in schools, especially independent schools.

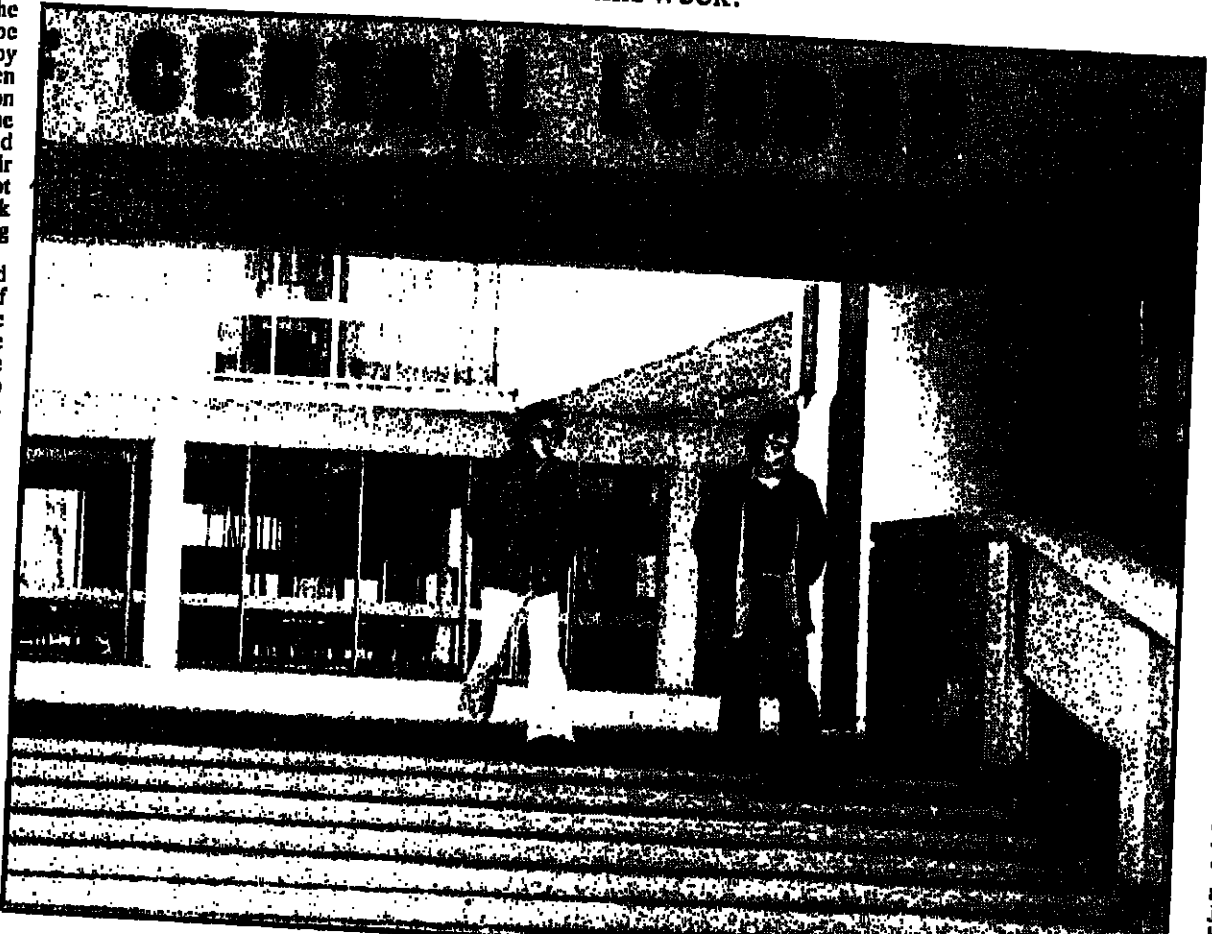
This lack-lustre image fits the pattern that emerged from a MORI national opinion poll commissioned by worried polytechnic governors last year. It showed many misconceptions among MPs, industrialists, and the public. Thus 36 per cent of those asked thought O level courses were taught in polytechnics; 44 per cent thought their students took A levels; and just 34 per cent thought they awarded degrees. In fact polytechnics are still fighting for that right - polytechnic degrees are actually awarded by the Council for National Academic Awards.

The poll showed just one in five MPs thought polytechnics provided professional education, 60 per cent thought them worthwhile, but only 44 per cent thought it was the kind of work needed by commerce and industry. As Roger Adams of Plymouth Polytechnic, who chairs the polytechnic committee of the lecturers' union, NATFHE, says: "It may take 1,000 years at this rate before people recognize the difficult job we do."

The trouble can be traced directly to that first speech by Crosland. It was made during the "White Hot Technological" era when the famous Robbins Report had set the tone for higher education expansion. Mandatory student grants had been introduced, and the new "plate glass" universities were only just opening. Many people felt that the polytechnics and the new technological universities would have the key role in providing the vocational manpower needed by the country. They felt polytechnics should in time have equal rank with universities.

But Crosland believed such a unitary system would lead to a "rat race" as he put it in his speech, with constant pressure on polytechnics and colleges to strive for university status to their own detriment. He wanted universities to continue their own "unique and marvellous contribution" and polytechnics to make their own "distinctive but separate contribution" meeting the new demand for professional and vocational courses.

So was born the binary doctrine, which has plagued polytechnics ever since 1965. The Government accepts the dual system as being fundamentally the right one, with each sector making its own distinctive contribution to the whole. Crosland told his Woolwich audience in 1965: "A White Paper the next year confirmed that the top colleges were to become 'comprehensive, mixed communities with full and part-time students, and closer, direct



Polytechnic funding per student has fallen by 24 per cent since 1980.

Still the poor relations...

links with industry, business and the professions".

Since then, of course, they have grown beyond Crosland's wildest dream. They began with hundreds of students and now average more than 5,000 each and the range of courses is vast. Manchester Polytechnic, for example, now ranks among the largest of all UK higher education institutions. Perhaps Crosland did envisage that polytechnics, once "mature", would be granted status and rights to match universities. But the die had been cast, and his civil servants at the Department of Education and Science made sure there was no going back.

It is not surprising then that a polytechnic director like Dr Ray Rickett, of Middlesex Polytechnic, argues that after 17 years of making no real impression on the public he has been



Anthony Crosland: blamed for many of the polytechnics' problems

left with no option but to try to include the word "university" in the title of his institution. Other polytechnics are also considering the same line. Portsmouth and North East London polytechnics are following Middlesex. Plymouth, which tried unsuccessfully for university status in the 1960s, is apparently trying again, while Leicester, on a different tack, is bidding for a Royal Charter which would give it the same autonomy as the city's university.

There are, however, deep divisions about these strategies for higher status. Many believe changing names is a red herring. Dr Peter Knight, who at 57 is shortly to become director of Birmingham Polytechnic, puts it all down to muddled thinking. "The point is to sell the polytechnic ideal. No one takes you more seriously just because you call yourself a university", he says.

Dr Knight, of course, is optimistic about the future for polytechnics. But they have taken some setbacks in recent months, notably in the recent Green Paper on *Higher Education into the 1990s*. It confirmed a clear cut of 3.5 per cent in real spending on higher education since 1980/81, with student-staff ratios worsening, most of all in the polytechnics.

University staff levels dropped by one in seven, while polytechnics' dropped by just one in 12. But over the same period student numbers increased dramatically by 30 per cent, most being squeezed into the polytechnics because universities have been forced to set intake limits. Latest figures show that more than 300,000 full and part-time students are being catered for in the 30 polytechnics - almost the same as in the 45 universities. The polytechnic student-staff ratio has risen from 8:1 to 10:1 and is on the way to a Government target of 12:1. Future Government spending plans already imply further cuts, light or SSRs, and even closures.

Union officials, in fact, argue that pressure of work has reached near intolerable levels with morale low and fast declining. Many high quality lecturers who joined polytechnics in the late 1960s and early 1970s have grown stale and demoralized as salary levels and promotion opportunities have been reduced. NATFHE, in its latest pay claim evidence, argued it would need at least a 5 per cent increase just to match university levels, and far more to match other white collar workers.

Frank Griffiths, who after 11 years at Teesside Polytechnic is to become NATFHE's full-time education secretary, complains there is now hardly a break in the academic year. After the summer examinations, the new year rat race for admissions follows almost immediately. Roger Adams at Plymouth expects 15,000 applications for 1,000 places. "We just don't have the back-up to cope." Lecturers are being forced into more and more routine administrative work, due to the lack of clerical help.

The cuts have also produced a new kind of insecurity. With less to go round, each department is forced to bid against its neighbour, colleagues are forced to become antagonists. One

"It may take 1,000 years at this rate before people recognize the difficult job we do" - Roger Adams, Portsmouth Polytechnic

senior lecturer, who did not want to be named, said: "It's very sad. The cuts have divided us. Our spirit and ethos is being undermined."

The higher education Green Paper also buried a long-cherished claim within polytechnics for common funding with universities. The poly feel they have been doing more than their fair share in the system, and yet been repeatedly cut - from a lower resource base. Ironically, the day after the Green Paper appeared, their case was reinforced when new DES statistics showed polytechnic funding per student had fallen 24 per cent since 1980, while university funding fell just 3 per cent per student.

The figures showed universities would be some £500 per student better off next year than the polytechnics, even allowing for a third of university funds to be spent on research. But, of

course, it does not need figures to tell the story: a quick visit to say Exeter University and Plymouth Polytechnic, or Oxford Polytechnic and Oxford University underlines the point.

No one is out to bash the universities, but Roger Adams is in no doubt the system works against polytechnics. "We do feel this as a great injustice," he says. But Peter Knight feels the point is not so much about priority as discrimination. "The Government should reward our efficiency the next time it has money to give out".

Finally, the Green Paper also scotched hopes for a single planning body for higher education "bridging Crosland's binary divide. Some see this as another victory for the university establishment, eager to preserve its privileges and superior funding position. Others feel there is already too much central direction from the DES and the National Advisory Body set up in 1982 to supervise public sector higher education."

Polytechnics have faced other hurdles. They have been seen as subversive, left-wing havens. In recent years, political columnists even invented new words - polyocracy and polytechnocracy - to describe "left-wing products" of polytechnics. North London polytechnic in the early 1970s produced the stereotype and the picture was reinforced during the row over "biased" social studies courses, again at North London, pursued by Sir Keith Joseph. The Harrington affair did not help but, interestingly, last year's opinion poll showed only 10 per cent of the public felt most lecturers had left-wing views, though 44 per cent of MPs and 41 per cent of industrialists thought so.

They have been bound up in a myriad of rules which according to Eric Robinson, director of Lancashire Polytechnic, has prevented them from acting decisively. It was Eric Robinson who wrote the influential *Penguin Special, The New Polytechnics*, in 1968 at the start of the dream. He now laments the "improper, out-dated, unnecessary, irrelevant, and ineffective" rules. The budgets have been tied to the ebb and flow of local authority funding; the CNA has to check and validate all courses; and there has been little or no incentive to take on other than degree-level work.

Already on the defensive, it certainly does not help when Sir Keith and Nigel Lawson, the Chancellor, are among those who do not appear to take polytechnics seriously. A clear snub came last Budget Day when Lawson announced £43 million was to be set aside to boost higher education science and technology. It was all ear-marked for universities - even though polytechnics like Hatfield, Coventry, Portsmouth, South Bank, and Kingston all run top-rate technology and engineering courses. A bitter campaign has now forced the Government to promise the polytechnics some new money after all.

One of the key difficulties is just who speaks for the polytechnics. The directors cannot match the gravitas of their counterparts, the vice-chancellors. The local authorities, the official paymasters, can hardly do the job. Above all, there is no old-boy network to speak up for polytechnics in the lobbies and letter columns. Finally, there has been no set-piece behind which the troops could rally. The universities pitched into battle after the major cuts in 1981. Polytechnics have faced creeping cuts for almost 10 years now.

The future holds two paths. One is the nightmare derived from the new Government emphasis on value for money, efficiency, seeing higher education only in terms of its economic contribution. Here the Tories are seen steering the polytechnics into the midst of a new strict hierarchical structure, with colleges handling technical courses, polytechnics covering vocational courses, and only universities left to follow the great liberal tradition espoused by Cardinal Newman and others.

The other dream path requires a series of bold reforms. This involves the NAB and local authority associations jointly filling the 20-year vacuum and defining the task of the polytechnics. It involves the CNA following through the Lindop commit-

Continued on page 11

Opening the door of the polytechnic clearing house

PCAS, the new centralized admissions system for polytechnics, swung into action at its Cheltenham headquarters this week.

Mr Tony Higgins, the chief executive, and his 30 staff were braced to start processing the first forms from would-be students anxious to be ahead of the crowd with their application for next autumn.

"All our staff are engaged and trained, our computers are installed and ready - now we're just waiting to go," Mr Higgins said last week. "Our only uncertainty is how many applications there will be."

PCAS has planned to process 115,000 application forms, but Mr Higgins thinks there may be more than 150,000 and possibly as many as 170,000 - the number received by its venerable university counterpart, UCCA.

Although forms were already trickling in this week, PCAS is advising candidates not to rush their choices and

does not expect the real deluge to start until October/November. Admissions tutors, for their part, have been advised to pace their offers so that candidates applying just before the December 15 deadline still stand a chance.

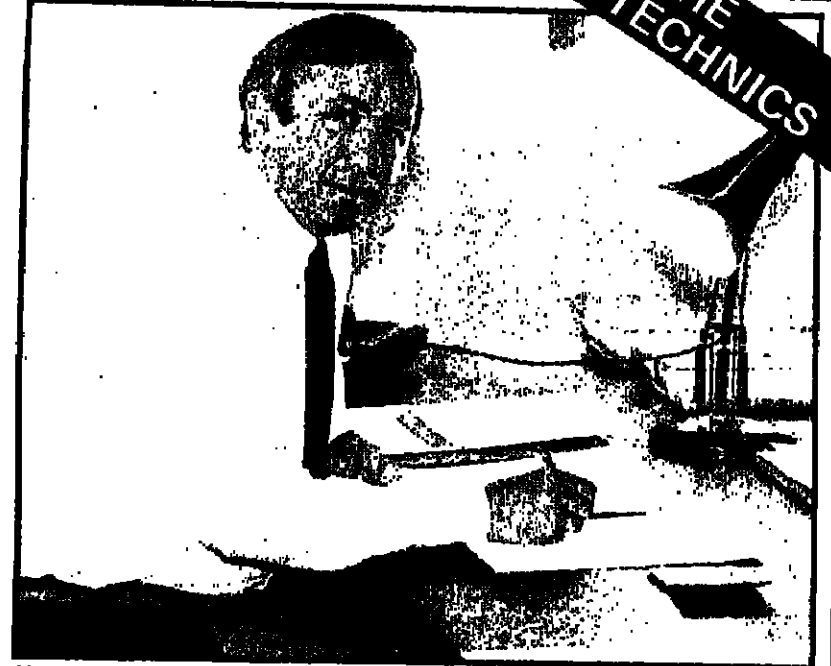
Not only is PCAS based in the same town as UCCA, it also shares the same main-frame computer and its application forms look very similar. But there are differences: polytechnic applicants are allowed only four choices, against UCCA's five, and they cannot give any order of preference. The PCAS form does not enquire about parental occupation, and it allows more space for candidates to support their case.

To start with, the new polytechnic system will deal only with admissions to full-time and sandwich first degree and DipHE courses, except for those in art and design and initial teacher training, for which centralized systems already exist. It may be extended to cover other courses later.

"One thing applicants will get out of the new system is that they'll know the rules of the game before they start and they won't vary during the year or from one polytechnic or department to another," Mr Higgins said. "They'll know what the deadlines are and what to expect at each stage of the process."

As for the polytechnics, they will be spared the uncertainty of making offers in the dark, not knowing how many other applications the candidate has made nor which he or she is likely to accept.

PCAS's 15 permanent staff have spent some time on secondment in the last month or so finding out for themselves just what the old system was like. At one polytechnic, a mother rang up to find out what was the best course for her son, then away on holiday. He'd left her 20 completed application forms, she said airily - all she had to do was fill in the right course and send them off to 20 polytechnics.



Tony Higgins: anticipating as many as 170,000 applications

● To help candidates with their applications, a new guide called "Getting into Polytechnic" has been published. It stresses the need to make careful choices when competition is fierce: about 36,000 applications for the 2,000

first-year places at Portsmouth Polytechnic last year, for instance. "Getting into Polytechnic" is published by Careers Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey TW10 6UA. £2.25 plus 60p postage.

Continued from page 10

tee proposals to allow polytechnics to start validating and awarding their own degrees. It involves NAB putting the finances into order, and securing for polytechnics a decent research base. But most of all it involves the polytechnics themselves unequivocally committing themselves to working within their local setting, and providing access to higher education to all who merit it.

Mistakes have been made. Polytechnics have sometimes been their own worst enemy, particularly in their battles to break free of what they have felt were local authority "bonds". Sometimes they have tried too hard to copy universities. Employers still rank polytechnic students well below university graduates as a 10-volume study by Brunel University last year showed, and they cannot all be wrong. But the point is that after 20 years it is time for the DES and NAB officials to sort out once and for all the confusion caused by Crosland's binary divide.

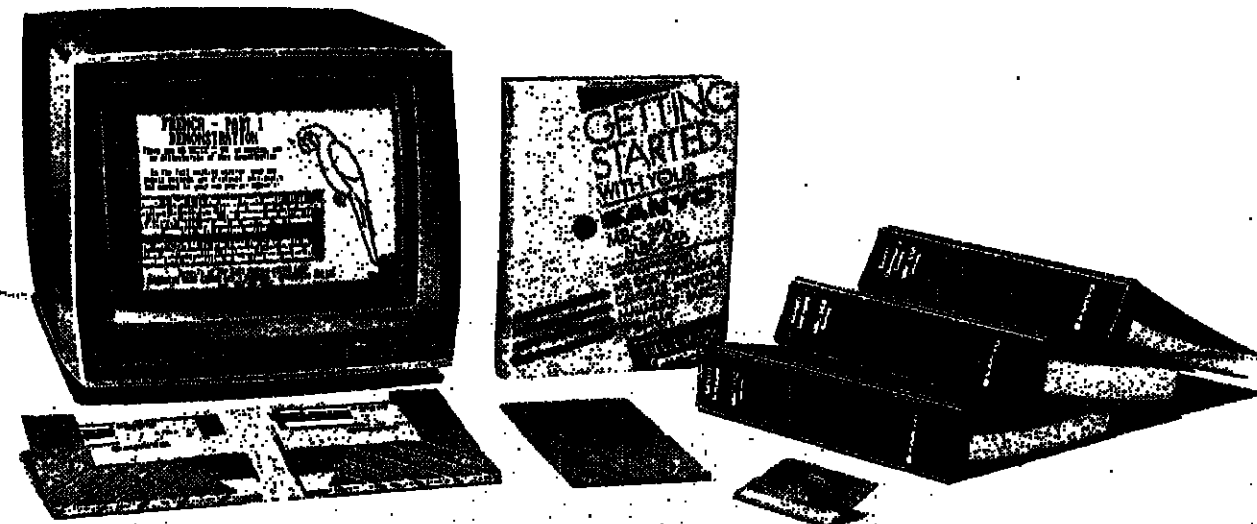
The signs are that things are likely to continue as they have been, though the mere existence of the NAB and the hard work put in by its, albeit Oxford University chairman, Mr Christopher Ball, are positive. A recent study of colleges in the 1970s (*Colleges for Higher Education*, 1972-82, by M Locke, J Pratt, and T Burgess, Critical Press) confirmed just what a picture of "hopeless irrationality" has characterized recent government thinking on the public sector.



Dr Ray Rickett: polytechnics need to be renamed 'universities'

Meanwhile, every step should be taken to improve the polytechnic image, not least in those schools still out of touch either through ignorance or elitism; though, as Mr Exton points out, interest from private schools is on the up, particularly for courses like management and business studies. The new PCAS will also greatly help. Yet Tories, when they talk of higher education, still inevitably mean universities, even though today they must be aware of the crucial political role being played by polytechnics in sustaining the current cuts strategy.

When the universities put their "full" signs up it is the polytechnics who are left to mop up the excess student demand. Otherwise the noise from the disgruntled gentry and professionals, not to mention Conservative-voting Yuppies, would be deafening. Sir Keith French should be deaf-



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Sarah Bayliss talks to a researcher who warns teachers about unintentional racism in comics.

Cartoons hit note of discord



Teachers may be handing out racist material unwittingly when they produce a pile of comics for a wet playtime.

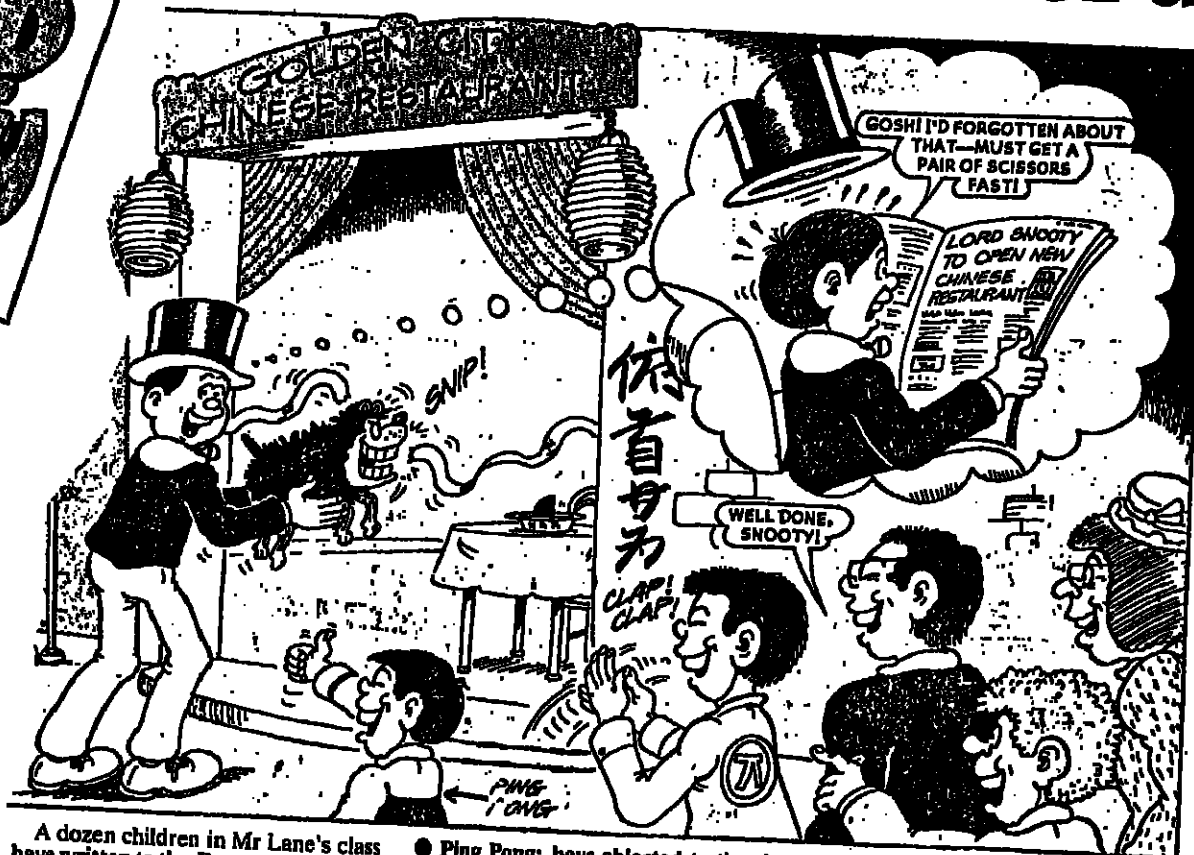
According to Mrs Pat Isiorho, a former teacher from Nunston, who is doing research on the subject, some children's comics contain offensive racial stereotypes which teachers would find unacceptable in a text or reading book.

Mrs Isiorho, who has three black children by her marriage to a Nigerian, says one of the main reasons these images persist is because teachers and other adults rarely glimpse inside the pages of their children's comics.

Teachers are increasingly aware of racism in textbooks but virtually ignore the comic medium which children find so attractive.

At one school in Bristol, however, class teacher Bob Lane has written several times over the past six months to the editor of the *Beano*, complaining about "racist illustrations", which, he says, are insulting to black children and a damaging influence on white children.

Around half the children at May Park school in Eastville, Bristol, are from the ethnic minorities. "My children come up against racism in their ordinary lives", Mr Lane said. "They know what it feels like to be told to get back to their mud huts or to be offered bananas as if they were apes. They feel very strongly about it."



● Ping Pong: boys objected to the characterization of Chinese people.

A dozen children in Mr Lane's class have written to the *Beano* and, according to their teacher, are increasingly angered by what they see in comics and other media. Writing letters to editors and television personalities, either in praise of anti-racist material or criticism of racist remarks, has become a regular classroom activity.

Mervyn Campbell and Andrew Wong, both aged 10, have written in forceful terms to the *Beano* objecting to the black character, Polly, in the story "Lord Snooty". They say they hate her ape-like appearance and her stupid behaviour. They also object to the characterization of Chinese people in "Lord Snooty", one of whom is named "Ping Pong".

The children's letters have become more vehement since they received a reply from Mr Euan Kerr, editor of the *Beano* in Dundee. He said he noted their comments about the portrayal of "coloured" people and was always interested to hear readers' views.

Mr Lane said the children were shocked when the comic did not change its style.

"From their point of view it's not something you just note. They feel very strongly and they want to see things changed or at least have a justification or a discussion."

Mr Kerr told *The TES*: "It's a very sensitive issue. I would rather not comment at all."

But he went on: "We try our very best not to offend anybody. If someone takes offence, it's been unintentional on our part."

Later, a spokesman for the managing editor, who would not give his name, said he was sorry Mr Lane and his class had taken offence at certain illustrations, but they were "isolated" examples.

When it was pointed out that the characterization of Polly had continued, he said: "Mr Lane ought to be aware that in this business we are already working on material for Christmas. If he thinks he can complain one week and things will change the next he's got another thing coming."

Asked whether material for editions beyond Christmas would be different, he said that would be a "sweeping statement" and refused to comment.

Mrs Isiorho is disappointed that the publishers of the *Beano* react so defensively. "I've never been anti-comics. I think teachers have a lot to learn from them because children are so highly motivated to read them. Try to find a

child who does not read a comic." She says that as a child she learned to read through comics and overcame dyslexia. "Comics can be a force for good. But it's because they're so effective that their racism is so worrying."

For 11 years, she taught at Stockingford first school in Nunston. Now she works voluntarily as a founder member of the National Peace Action Foundation - a Christian-based organization to promote peace and racial harmony - and she is studying part-time as a postgraduate student at Wolverhampton Polytechnic. She is writing a thesis on racism in children's comics.

Next term, she plans to interview 80 white children aged 8 to 12 in the West Midlands to establish their attitudes towards racial differences and images of black people. She will establish what kind of neighbourhood they live in - and how much personal experience they have of racial difference - and whether or not they read comics a little or a lot ("I can't find any children who don't read comics").

She will then correlate the findings and try to establish what has been learned from comics. "Comics must be

seen as one factor in the socialization of children and the development of their racial perceptions. Since they have such a wide distribution we ought to know just how influential they are."

Recently, she completed a content analysis of 27 comics, under many different titles, from 1980. She found them to be racially prejudiced but they were racist in subtle ways too.

"There was a general absence of black characters and where they did appear, even when they were heroes which was rare, they were stereotyped as, for example, good at football."

Africa was depicted as if it was still in the 18th and 19th centuries with black people depicted variously as cannibals, living in mud huts with bones through their noses. Third World cities were unknown.

Red Indians got a particularly bad deal; in *Beano's* "Little Plum" the character prefaces all his sentences with "Um" and is seen to be at a loss with the 20th century, sending smoke signals from the top of the Post Office Tower, for instance.

She says she understands that everyone in comics is stereotyped and that may be the key to their success. But there is a big difference in the stereotypes. The white people tend to be in charge, being brave or decisive according to their professions - as a teacher, lord of the manor, policeman or soldier.

"The blacks are stereotyped according to their physical appearance and genes and act accordingly."

She believes that if the publishers were so minded it would not be difficult to produce anti-racist comics. A retrograde step would be to cut out all black characters as that would deny their existence in society.

"All they need to do is put all races on an equal footing, to provide a balance so that there are good, successful blacks as well as bad blacks, just as there are good and bad whites."

The National Committee on Racism in Children's Books has been given a nine-month reprieve by the Greater London Council, but its long-term future is still insecure.

The committee, which produces a magazine, *Dragon's Teeth*, and organizes conferences and meetings, was forced to make its two workers redundant when the Commission for Racial Equality refused to grant aid and the future of GLC funding hung in the balance.

A Government commissioned report has implied that the committee should not receive future funding because its services is not confined to London. Jane King, chairperson of the committee, said a conference would be held in London early next year.

Playgroups' language concern

Almost one-third of playgroups in England and Wales have at least one child who speaks English as a second language. The proportion rises to three-quarters of all playgroups in outer London boroughs, writes Sarah Bayliss.

The biggest proportion of children with a different mother tongue, are from Asian families. They are on the registers of 1,356 playgroups out of a total of 13,200 affiliated to the Pre-School Playgroups Association.

According to the PPA only 6 per cent of these groups have an adult who can speak the children's mother tongue at every session. In most cases English is spoken all the time. In Wales, however, 23 per cent of groups with Welsh-speaking children use Welsh at every session.

These figures are contained in a report by the PPA which comments that they may "cause concern" when taken in conjunction with the feeling in some areas that the pre-school child should become fluent in their own language, and that English should be left until they start school.

The report - based on responses from 18 per cent of PPA group members - notes that there has been no significant change in the distribution of PPA playgroups over the past four

years; about 40 per cent are in urban areas and 60 per cent in rural areas. The highest proportion are in country villages.

Another fact contained in the report is that 513,000 children attend playgroups, representing 42 per cent of all three and four-year-olds. This is an increase of 8 per cent on last year's figure, but according to the PPA, it is largely due to a more efficient system of gathering information.

During 1983-84 playgroups raised just under £5m to keep themselves afloat. The funds were used partly to mean that an average of £363 was raised per group.

Groups with a high parental involvement raised nearly twice as much as those with low parental involvement. Fees were affected by this - groups with high parental involvement charged an average of 62p per child per session compared with 89p in groups with low parental involvement.

In inner London, three-quarters of the groups have fees of 40p or less, while in outer London two-thirds charge over 70p.

Grants to playgroups vary widely. In inner London 86 per cent received a grant and, of those giving details, 88 per cent got over £1,000 and 6 per cent

got over £10,000. At the other extreme less than one-fifth of the groups in the South East, South West and Eastern region obtained a grant and most of these got £100 or less.

There are 11 regions of the PPA; Eastern - covering rural counties such as Norfolk and Cambridgeshire - has the most groups, closely followed by the South and South East. Wales and the far North have the fewest groups.

Mother and toddler groups, which tend to have smaller numbers of children and lower fees, are increasing in number. They make up six per cent of PPA groups hold mother and toddler sessions, where it can be assumed parents are more or less in full-time attendance.

Parental involvement is a key feature of PPA's philosophy and 80 per cent of member groups report that parents help regularly with activities during sessions. Sixty-five per cent have parents serving on their management committees.

Pre-school Playgroups Association: Facts and figures 1984. Digest of Results, price 50p, available from Publications, PPA, Alford House, Avenue Street, London SE41 5HD.

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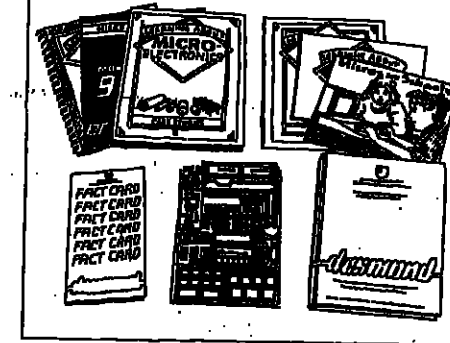
- P530 Children, Language and Literature
- P533 Curriculum in Action
- P534 Every Child's Language
- P536 Making School-Centred INSET Work
- P532 Education for Family Life
- P5630 Family Lifestyles
- P5631 Childhood

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- P610 Learning about the Learner
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- P619 On the Line
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- P621 Teaching Approaches, Methods and Aids
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- E333 Policy Making in Education

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- E200 Contemporary Issues in Education
- E205 Conflict and Change in Education
- E354 Ethnic Minorities and Community Relations+

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- E206 Personality, Development and Learning
- E362 Cognitive Development: Language and Thinking from Birth to Adolescence

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Over four years deputy head Vera Chadwick applied 17 times for promotion in Lancashire but was shortlisted only once. Recently an industrial tribunal found the odds were stacked against her because her employers were practising sex discrimination. Now, as Hilary Wilce reports, she is stepping up her campaign for a fairer system of promotion.

A case of heads she loses

Vera Chadwick returned to her post as deputy head of a large Lancashire comprehensive this week having made history in the school holidays.

Shortly after the end of last term she became the first British teacher to win a ruling that sex discrimination had blocked her promotion chances.

This week Lancashire education authority decided not to appeal against the decision, and to set up a special sub-committee to monitor equal opportunities in education.

In a profession made up of nearly 60 per cent women, most of whom remain squashed into the lower ranks, the ruling will have widespread consequences.

It has already been heralded as a crucial victory by the Equal Opportunities Commission, which says it is approached every week by teachers who feel discriminated against, but who are frightened to resort to law to pursue their grievance.

Vera Chadwick understands their reluctance. Although she declares herself "relatively unscathed" by the pursuit of her case, her experiences would scar anyone less gritty, confident and determined.

As it is, words like "intimidation", "corruption", and "paranoia" trip readily from her tongue, sounding harshly out of place in the quiet suburban comfort of her Blackpool home.

"The whole thing was a very enlightening experience," she says. "I'd always had an almost naive belief in the profession and professional behaviour. I'd assumed everyone was as straight as I am."

During the tribunal proceedings, she claims, witnesses changed their tune in mid-stream, and facts became horribly twisted. "It came as a shock. If you like, it finally made me grow up - at the age of 50. I no longer take things at face value any more."

What she had taken at face value for years was the notion that promotion in the teaching profession was a fair and honourable business. The idea of sex discrimination never entered her head until it reared up and slapped her in the face - again and again.

Even then she raised the issue only cautiously with her authority, Lancashire County Council, a self-styled "equal opportunities employer", and it still took two more years and several more blows to her professional esteem before she decided to resort to the law.

Some inept moves by her education authority served to strengthen what was already a strong case. But ultimately her victory was one of sheer persistence, handled with cool logic by a woman whose thwarted ambitions to be a head had been rebuffed into a determination to see justice done.

Encouragement for her ambitions had come early in her career. "I got it from a head in Manchester who recognised within me, or thought he did, the qualities of a head. He encouraged me to think of my whole future, where I

was going. Before that it hadn't entered my head."

By her late twenties she was acting head of a small school for girls in Manchester. Then came a break for the birth of her two sons, Richard, now 19, and Andrew, 15. But soon after Andrew's birth she was working full-time again - her children in the care of a former pupil and trained nursery nurse who lived down the road.

She rose rapidly to become the deputy head of a large mixed comprehensive, responsible for timetabling and curriculum.

She also consulted her district education officer about her chances of a headship. He encouraged her, but told her she would need a degree, so over the next two years she took a part-time BEd, driving a twice-weekly round trip of 60 miles.

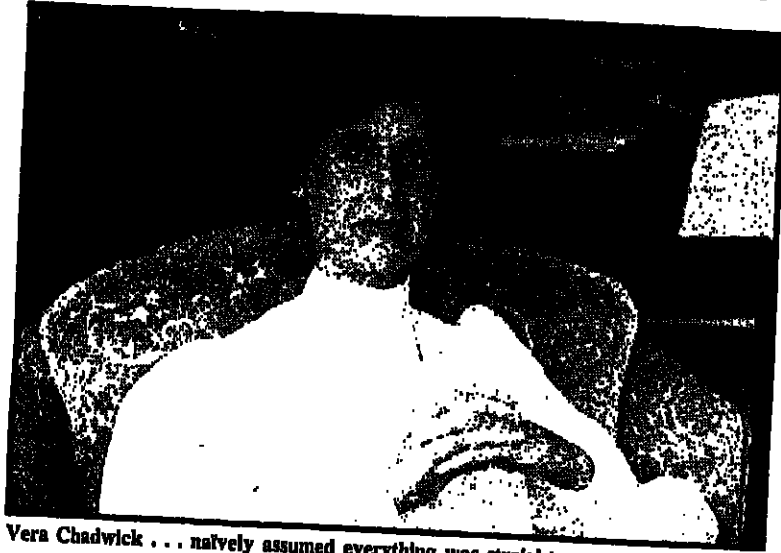
"You imagine that - with a full-time job and two young children. Getting in dead beat at 10 o'clock at night, morning to get everyone out to school. If it shows nothing else, it shows stamina, the ability to cope."

It wasn't enough. When her headship applications were still getting nowhere the same education officer advised her to take a master's degree, saying women needed to be better than the men they competed against. So she applied for a year's sabbatical and took a higher degree, submitting a thesis on school management.

Even that failed to help. In fact, in its evidence to the tribunal, Lancashire implied that any qualifications above degree level were irrelevant for promotion. "I got £600 compensation," she says bitterly. "What can possibly compensate you for opting out of family life, working at that rate, for three or four years?"

Between 1977 and 1981 she applied for 17 vacant headships in Lancashire, but was only shortlisted for one.

"Even when you come to the point where you say: 'What else have I got to do?' You've taken all the barriers away and you're still getting nowhere. It



Vera Chadwick... naively assumed everything was straight

without a ripple." "It had all gone very smoothly. I didn't see how it could possibly be a reflection on my work. I'd got the qualifications, and I seemed to get on pretty well with most folks."

Evidence from confidential references and advisers' notes, presented during the tribunal, showed this view was held by others.

In its report, the tribunal panel pointed out that senior officials and advisers concluded she was well qualified for a successful amalgamation. "They also formed the opinion that she was a loyal deputy headteacher and was the deputy headteacher in the school to whom the headteacher naturally turned for advice and support. She was also regarded by the headteacher as the most valuable of the two deputy headteachers in the school."

In addition, the officials also formed the opinion that she had the strength of character which had been of assistance to her when she had been required to implement policies at the school which had not always been popular with her colleagues.

After hearing about the shortlist, she wrote to Lancashire's chief education officer, Mr Andrew Collier, saying: "... I can no longer resist the notion of the possibility of sex discrimination."

was telephoned by Mrs Josie Farrington, the Labour education chairman, and invited along. She went, causing the appointment panel chairman, Mr David Keeley, fury at what he later called her "unconstitutional" addition to the list.

Everyone, including Vera Chadwick herself, agreed she performed poorly at this interview, but from then on her blood was up. She demanded to know if there was anything in her records that would prevent her becoming a head; she went to the press; helped form a national pressure group for women in education; continued to badger the education authority for details of candidates shortlisted for the jobs she failed to get; and finally

sought the backing of the EOC in taking a sex discrimination case.

For good measure, after reading the literature, she decided to complain also of victimization, and she asked for help from her union, the National Association of Schoolmasters/Union of Women Teachers, "because I thought they at least ought to be seen to be supporting this case". They agreed to share her costs with the EOC.

"Once you decide to go ahead you're on top key all the time. It's a bit like the third degree."

"When the telephone goes you wonder what's coming next, and when people drop into your place of work you wonder what they're there for. If you're not careful you could become totally paranoid."

She was very careful. She kept all letters and noted down the contents of every phone call. After consulting her head, she rigorously kept the case out of school, "although three pupils did come up to me and say 'My mum - or my dad - thinks what you're doing is great'."

She also kept the case away from home life. Her husband, Frank, a head of science in another local comprehensive, gave her unobtrusive support, as did her sons, but if her frustrations ever needed venting "I suppose I went and knocked hell out of a swimming pool or a golf ball."

To anyone who chooses to follow in her footsteps - and she earnestly hopes that others will - she cautions them to sit down and think through all the implications.

For her, material comfort and diminishing promotion chances as she approached 50 - Lancashire's age limit for new heads - made it easier to go ahead.

"For someone like a single parent, say, for whom promotion is paramount, I would have to say think very hard indeed about your needs before deciding to put your head on the block. People also need to consider their relations with colleagues, and how it will feel to have their character and abilities laid bare, and picked over, in a public forum."

Yet her victory will be pointless, she feels, unless it becomes more than merely personal.

She wants to see a fairer system of assessment and promotion, rid not just of sex discrimination but of political and age discrimination as well.

She is planning to collaborate on a handbook based on her experiences, and may still go for more headships. "But it really doesn't matter. What does matter to me now, vitally, is that all those other women who need the opportunities, or whatever, get a fairer chance, if my case goes some way towards putting the system right then that will be enough."

"You see, it's so easy to sit and do nothing, but no one has the right to moan and complain without trying to do something about it."

then to follow Berkshire's lead.

● A school criticized by HM Inspectorate for caning pupils 700 times in three years had already abolished the cane before the inspectors' visit.

This was revealed by Fr Brendan Alger, chairman of governors at St Mary's RC High School, Leigh, who pointed out that while criticizing the number of canings, the inspectors had also praised the school's discipline.

He added that the school had 1,800 pupils, and the canings should be seen in that context.

The governors decided to end caning because of European Court rulings and because of the Government Bill to "opt out" of corporal punishment.

After the HMI report was published, Mr Scott had demanded an inquiry only to be told of the governors' decision.

Meanwhile, STOPP's fight goes on. Mr Martin Rosenbaum, the society's research co-ordinator who takes over next week as acting education secretary, has sent a letter to the leaders of the 30 Conservative councils which retain corporal punishment asking

them to follow Berkshire's lead.

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Strike plan to force pay award

IRISH REPUBLIC

Irish teachers have announced a series of one-day regional strikes to force Government implementation of a special 10 per cent award recommended by the public services arbitrator.

The Education Minister, Mrs Gemma Hussey, has already indicated that the Government cannot afford the award because of the huge costs involved and the poor state of public finances.

But under the terms of the teachers' conciliation and arbitration scheme, a vote will be needed in the Lower House of Parliament if the Government formally rejects the arbitrator's report.

In the meantime, the unions are keeping up the pressure on the Government to meet the award, and the strikes – beginning in Dublin next month – are the opening shots in the campaign.

The three main unions representing most of the country's 40,000 primary and secondary teachers have joined forces for the action. Remarks by Mrs Hussey have made teachers particularly angry. She said that they had "very favourable" conditions of work, pay which was well up to European standards, and permanent and pensionable employment.

Mrs Hussey also said she found it difficult to imagine that Irish teachers would calmly watch some other weaker sector of the economy penalized, or see educational services directly cut back in order to improve their own position.

John Walsh

Public row on Arab links

ISRAEL

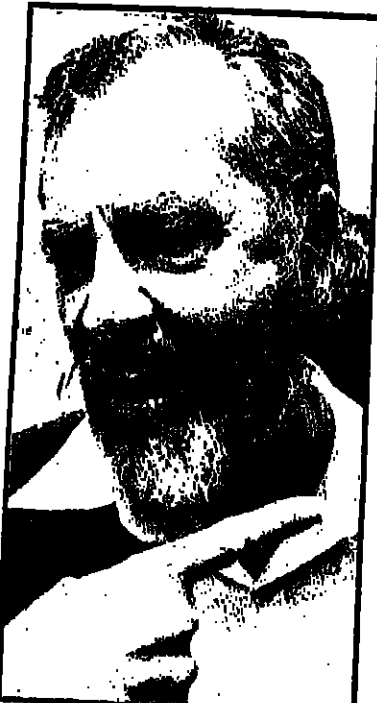
Benny Morris reports on a series of ministerial clashes

Meetings of Arab and Jewish school children in Israel, which are part of a campaign to combat racism, have provoked a high-level political row. Education Minister Yitzhak Navon has clashed publicly with a senior ministry official on the subject against the backdrop of the rising tide of support for the political views of Rabbi Meir Kahane who opposes Arab-Jewish contact. Rabbi Kahane's ultra-nationalist Koch movement also seeks the expulsion of all Arabs from Israel and the occupied lands.

The controversy was sparked by a call by the Chief Rabbinate Council – the country's supreme Jewish religious authority – to bar organized school meetings between Jewish and Arab schoolchildren. The rabbinical announcement implied that such meetings could lead to violations of Jewish dietary laws.

Mr Navon countered with a statement backing such meetings. Mr Yankov Eladani, the director of the education ministry's religious education division, then announced that from this month he intends to issue a directive to all the country's religious schools (about one-third of the education system) forbidding meetings between Arab and religious Jewish pupils.

Mr Eladani, speaking on Israel radio, explained that Jewish-Arab meetings, which are officially promoted by the Ministry, "could lead to inter-marriage between the two populations." He said that the Arab commun-



Rabbi Kahane... growing support.

ity's religious leaders shared this fear and were also unenthusiastic about such meetings.

Asked about hypothetical, similar bars abroad against Christian contacts with Jews, Mr Eladani said he would welcome such a move which would protect Jewish children against assimilation in their Gentile environment.

The Interior Minister Mr Yitzhak Mordechai has publicly supported the rabbi's position, stating: "If we look at Jewish history, the greatest danger to the Jewish people in all generations has been assimilation (with Gentiles)."

The Education Ministry has recently introduced courses, in citizenship classes, promoting democracy and combating racism. Mr Eladani's intended prohibition of contacts between Jewish and Arab pupils clearly conflicts with this.

Shoshand Bayer, who chairs the Secondary School Teachers Association – the high school teachers' union – has called for Mr Eladani's dismissal. Left-wing Knesset members, including Shveta Weiss, from the ruling Labour alignment, and Tzvi Toubi, of the Communist Party, have branded Eladani's attitude as "racist" and "smacking of Kahanism".

Initially, Mr Navon thought Mr Eladani's prohibition of contacts between Arab and religious Jewish pupils related only to first and second graders (ages six to eight). And this he had agreed to.

But Mr Navon later issued a statement supporting Arab-Jewish pupils' meetings which "covered all the country's education streams, including the religious school system."

Education Ministry Director General Mr Eliezer Shmueli and Mr Eladani met subsequently. Mr Navon then announced that while in principle he continued to support meetings between Arab and religious Jewish pupils, "special preparations" were in order before such meetings.

Meanwhile Mr Eladani has denied that his intended directive was prompted by racism, and said he abhorred Rabbi Kahane's teachings.

Jewish and Arab children in Israel study separate schools and have somewhat different curriculums. In general, the Arab minority lives in separate towns and villages, and any meeting between Jewish and Arab schoolchildren has to be organized by schools or other institutions.

Hoping the magnet will attract whites

UNITED STATES

Bill Norris on one area's efforts to resist desegregation

Desegregation is still a very live issue in America's schools. While busing pupils from one area to another remains the commonest, though unpopular, method of conforming with the civil rights law, some areas have stubbornly resisted.

One such is Prince George's County, Maryland, which has a 57 per cent black school population and has been fighting a Federal lawsuit for the past 13 years.

Prince George's now has another solution: the creation of "magnet" schools which it is hoped will attract large numbers of white pupils into previously black enclaves. Judge Frank Kaufman in charge of Prince George's case, has approved the idea for a trial period of one year.

Which is fine, in theory. Twelve magnet schools have been created, offering either special programmes in talented and gifted students or before-and-after-school day care.

But the scheme has not come cheap. With total annual costs estimated at nearly \$9 million (\$7 million). Administrators have already spent nearly \$1 million on computers, laboratory equipment and new teachers, believing that the county and state authorities will pick up the tab.

And there lies the rub. Though some 1,400 white students have taken the places in the classrooms this year – and so justifying the existence of the scheme – the state politicians and county officials have so far failed to come up with the money. The magnet schools of Prince George's County are running on the hot air of promises, and nerves are being stretched to breaking point.

"We are heavily invested," said school spokesman Brian J. Porter. "The situation has not yet come to a critical point, but unless we receive full assurances and reliable efforts are made to secure funding, people are going to become very jittery."

The costs may be reduced this year by a \$4 million Federal grant. With the current pressures on the budget, however, "magnet" is the operative word. And the magnet school programme is expected to expand to an annual cost of \$12 million.

The politicians have been loud in praising the idea, but Prince George's County is discovering that fair words butter no parsnips.

The National Association for the Advancement of Coloured People (NAACP), which has been in the forefront of the legal fight against Prince George's County's segregation policy, is sitting rather smugly on the sidelines.

They claim to have advised the school board to seek more concrete information on their funding, and have urged them to look for outside sources of money. Now they are trying to decide whether to push the board to take legal action against the state or county to secure the money.

Statistical evidence arrived this week to prove that desegregation makes good practical, as well as theoretical sense. For the past 20 years, researchers from Johns Hopkins University have been tracking the progress of 700 black high school graduates from Hartford, Connecticut. They have found that those from desegregated schools have been much more likely to obtain white collar and professional positions than their segregated peers. Employers, it says, prefer them.

Fear over birth rate

KENYA

The Kenyan Government is increasingly worried about the effects of the country's burgeoning birth rate, which at 4 per cent is one of the highest in the world.

Last month President Daniel arap Moi urged parents to think seriously about family planning, and warned that the Government would no longer offer free education to a fifth child. Parents should have only four children or less, he said, adding "Instructions will be given to civil service that no woman civil servant will be allowed to have more than four children."

Mr Moi also called on parents to abandon the "decadent" tradition of continuing to have babies in order to have sons, and not only daughters. The huge rise in population is stretching the school system at the seams. Last month, when Nairobi parents went to register their children for school they found long queues and heads turning away children from their schools.

According to the capital's education department, more than 33,000 children were expected to seek entry into the city's primary schools which could hold only 22,000. Next year 40,000 children are expected to seek places, but less than 30,000 will be available. The problem has been aggravated by large-scale migration to the cities from the rural areas by people seeking work and schooling. Teaching standards are higher in Nairobi than elsewhere, and its relatively sophisticated schools bear no relation to the thatched hut classrooms of the villages.

The city's education officer, Mr Ayub Maine, said all heads are being asked to make returns of their enrolments so that places can be found for pupils who might otherwise lack them. The exercise is expected to continue until mid-October. Parents are being told to send only those children who have reached the entry age of six, and heads have been told to turn away younger children unless they have pre-primary facilities.

Wachira Kigitho

The hills are alive with the sound of learning

THAILAND

Frances Forbes visits a scheme bringing schooling to remote tribes

A new non-formal primary school curriculum is running successfully in the hills of northern Thailand.

The Hills Area Education project (HAE) is a pilot programme organized by the ministries of education and of the interior and is specially devised to meet the needs of the hilltribe minorities.

About 400,000 people live in the remote jungles bordering Burma and Laos, members of six distinct ethnic groups with their own languages and culture.

Most of these people are isolated in villages often accessible only on foot, and unable to read, write, or speak the Thai language.

Many of them still lead a migrant lifestyle and practise shifting cultivation, although Government officials have been making efforts for several years to settle them more permanently.

The project attempts to assist the integration process through education and community development. Jointly administered by the departments of non-formal education and of public welfare, the programme began five years ago with assistance from the

United States aid programme. The Government has already added several more villages to the project's initial 45.

The curriculum, approved by the Education Ministry in 1982, calls for 6,000 hours of study for children and 1,200 hours for adults. It combines traditional emphasis on the Thai language and mathematics with other topics of local relevance.

The general subject, life and social experiences, is adapted to the particular needs of the villagers. Lowland requirements such as world history and English have given way to forests, the land, tribal identity and other local issues. Highland pupils engage in community activities and earn credit for animal husbandry, fence construction and other projects.

HAE specialists have developed extensive workbooks and other learning materials as well as models for teacher training, field supervision and administration. There are plans to use similar material in the remote jungle areas.

Employing the literacy programme used in the lowland areas, the HAE project aims to provide greater flexibility for individual learners.

Instead of using a "walking teacher", who instructs for 250 hours in one village and then moves on, HAE teachers live permanently within the community. For 22 days each month, their home is the village education centre built by tribal residents.



Hilltribe girls study the new curriculum.

Computers take over for institute entrance

SOVIET UNION

A major technical institute in the Soviet Union has taken a great leap forward in the use of computers.

From now on, the entrance exam for Moscow's Institute of Chemical Machine-Building is to be conducted entirely by computer.

Members of the teaching staff will be forbidden even to go into the examination halls and candidates are to be examined by computers in all subjects except Russian language.

The computer is fed the necessary information about each candidate, and everything else, including the choice of questions and the allocation of a desk, is left entirely to it. The machine checks the answers and gives the marks.

Russian doctors are sensitive to the dangers of stress upon teenagers and there was some fear that students

might suffer unduly from nerves because of the innovation and in spite of the fact that future engineers have to get used to computers anyway.

Just to make sure this did not happen, the institute held mock exams in May, and lightened the load by exempting school leavers with distinction marks of 90 per cent in their school leaving exams from all but the minimum number of papers at the entrance exams.

Another innovation, and one which runs contrary to Russia's strong tradition of oral examinations, is that the institute now says there is no need for oral maths as well as a written paper.

Computerized entrance examinations are described as only a first step in preparing for the ambitious Soviet aim to completely automate and robotize the economy by the year 2000.

Jennifer Louis

Military training for China

From this month 102 senior middle schools and 52 colleges and universities in China will introduce military training as a pilot scheme, which will eventually be extended to all the country's educational institutions at these levels.

The scheme is being implemented to build up a military reserve and to develop a sense of responsibility in young people, said the education ministry's military training deputy-chief Li

Xianglin.

The measure is also a means of balancing the effects of the recent drastic reduction in armed forces personnel, which was carried out to allow large numbers of skilled soldiers to contribute to the country's modernization drive.

Compulsory military training was first introduced into China's educational institutions in the 1950s but was later phased out.

A love of reading, but dislike of books

AUSTRALIA

Luis Garcia reflects on the findings of an literacy study



Class assemblies in the village.

The programme's success depends largely on the energy and dedication of its teachers. The teacher's day begins with the first light and usually ends long after the sun has set behind the steep hills.

Teachers serve as educators, social workers, health officers, government liaison persons and friends.

In terms of organization villages are grouped into clusters with a "core village" where officials are based, and several "satellite villages" within a few hours' walk. A headteacher supervises the teachers within one cluster, and HAE staff co-ordinators maintain close contact with the field.

Nevertheless, it often takes time to gain acceptance for the new approach. Villagers, government officials and even teachers themselves are often more accustomed to traditional "chalk and talk" techniques.

"I visit the people at home to discuss with them about the changing society," says Prasong Krithirakun, a young Hmong tribesman working as a teacher among the Lahu. "I try to get them to think more about their way of living."

The young teacher also dispenses medicine, assists with administration of the village rice bank and co-operative store, and encourages the Lahu children to practise the traditional dances of their culture.

Prasong has worked in the programme for four years, but many teachers do not last as long. Some tire of the rudimentary living conditions and isolation, or cannot keep up the demanding pace. Others seek the better pay and greater security of a civil service contract in a formal primary school in the lowland.

The problem of the status of HAE teachers is one of several questions under study as project administrators make the transition from pilot to permanent programme. Visiting Ministry officials agree that the project is effective, but they cite cash constraints which are likely to restrict HAE's growth.

Contrary to popular opinion, most Australian primary and secondary school pupils can read well. But you are not likely to find your average student immersed in Tolstoy.

In fact, more than 40 per cent of students in year 11 (the second last year of secondary school) do not read any books at all outside school hours. They think reading books is boring, that comics are old hat, and much prefer to read magazines.

And it is no use blaming television since children who are classified by their teachers as "good readers" watch as much television as those children who tend to keep away from books and libraries.

According to a national study into the reading habits of Australian school children, the problem is more likely to be in the way children are taught to read and to perceive books and in the fact that many pupils think the books stocked by their school libraries are not very exciting.

The four-year national study, "children's choice," found that the literacy skills of the majority of Australian school children were fairly good and only a very small number of students could not read at all.

But 51 per cent of boys in year 11 and 35 per cent of girls did not read any books outside school compared with 26 per cent of boys in year 5 and 17 per cent of girls.

The study, which began in 1981, looked at the way English reading and writing skills were taught to children in late primary and late secondary schools in both the state and independent sectors.

Ms Rhonda Bunbury, head of the research team, said that teachers across Australia appeared to be very concerned with fostering the basic reading and writing skills. Most of the class time, at all levels, was occupied by basic literacy (reading and writing) and language meaning (such as pronunciation) classes.

This, she said, was probably the result of community pressure in recent years for schools to "get back to basics".

Such an emphasis on basic skills meant that teachers tended to under value and, in some cases, ignore the skills involved in oral expression, especially in the last primary and early secondary years.

The use of oral language skills – involving such activities as conversation between individual pupils and teachers, small group discussion, oral reading and storytelling by the teacher – declined considerably as the students progressed through the grades.

Furthermore, Ms Bunbury said, students were not being taught to read for pleasure. "I think that we have forgotten to teach children that reading is a game between the author and the reader. That reading is imaginative and a pleasure," she said.

Ms Bunbury said that magazines were popular with children, partly



because the magazine market was so specialized. Children who enjoyed riding BMX bikes, for instance, could buy magazines whose content dealt almost exclusively with BMX bikes.

Surprisingly, the popularity of comics had declined, probably because many children now preferred to watch action adventure or comedy shows on television where "gratification" was more immediate.

She said that while parents and teachers often blamed television for the decline in reading among school children, the evidence compiled by the study team suggested that television was not the main competitor.

A more likely reason was the fact that few parents were encouraging their children to read and a further problem was the type of books stocked in school libraries.

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Lunch supervision payments needed now

Sir - I should like to endorse what Haydon Luke had to say to Sir Keith Joseph (TES, July 26) and to make some further comments and suggestions.

The present action by the teacher unions differs from any in previous years in three main respects:

- 1 It has gone on longer and affected more schools and children;
- 2 It is likely to be renewed with increased determination in the autumn term;
- 3 It is being fuelled by the most intractable Secretary of State that education has had to suffer in recent years.

Most heads have been trying to cope with minimal teacher cover at lunchtimes, some with no help at all. Certainly lunch-time assistants are no substitute for teachers, and in most schools there are very real health and safety hazards because of the lack of adequate supervision.

For many years now, the number of teachers willing to accept lunch-time duties has been steadily declining and with every dispute fewer return when it is over. Is it not time for money to be

provided now - not next year - for those teachers who are willing to undertake lunch-time supervision?

Although some schools have managed to put on plays, musicals and concerts and to run sporting and other clubs during the past two terms there has been a huge drop in the number of such activities, and in many schools this vital aspect of school life has disappeared.

Many believe that additional payments for teachers involved in extra-curricular work would be wrong and that it should remain voluntary. I would argue that such activities are an integral part of education and should not be left to the goodwill of teachers. Those who can offer expertise and commitment should be paid. Again this could form part of a pay offer now.

Staff meetings, parents' evenings and cover for absent colleagues should be no more subject to goodwill than a normal teaching timetable. However, unlike lunch-time supervision and involvement in extra-curricular activities, they are in my view contractual obligations and it is essential for the effective running of schools that this is

established without delay. If enough money is put on the table for restructuring then this can be achieved.

Heads and their deputies have been working under great pressure over the past two terms. On the one hand, this has come from the local authorities and parents to keep schools working as near as possible to normal; on the other, there has been pressure from teachers who feel that heads have been undermining their action. In previous years, disputes have been settled by the end of the summer term and an end was always in sight.

This year we are in a new situation and heads next term could be faced with an intolerable burden. Perhaps additional payments for lunch-time supervision and extra-curricular activities on top of what is now on offer, together with the prospect of a good deal for restructuring, might provide a way out of the present dispute.

M J WALKER
Headmaster
Buxton College
College Road
Buxton
Derbyshire



The number of teachers willing to do lunch duties has declined steadily

No stooges

Sir - Your article on the British Council in South Africa (TES, August 23) quotes Mike Terry of the anti-apartheid movement as saying "it is helping to create stooges, people who will give credibility to a modernized form of apartheid. That is why the council is so reliant on people working in Bantustan homelands".

Mike Terry is entitled to his view that the British Council should withdraw from South Africa but not to misrepresent our activities or taint the people with whom we work.

The council has no programme in the so-called independent homelands and, therefore, is not reliant upon people living or working there. Moreover, most of the South Africans who have worked with the council will be surprised, if not offended, to be dismissed as stooges; especially Mr Neville Alexander of the South African Council for Higher Education Development and a former graduate of Robben Island and Mr Maishe Mponya whose tragic play about police rule in South Africa was recently seen in London. These are but two of the many from all communities who are devoted to the total elimination of apartheid and who have been helped by the council.

Whatever the recent events in South Africa show, it is clear that change will be effected by people, mostly blacks, who live inside the republic.

Some of their experience of the sort of society they want in South Africa has been acquired in Britain, thanks to the British Council, and the language of the new republic will be English.

The British Council has no intention of deserting them now when support from outside is most needed to give them confidence and credibility in their struggle for a just society.

RODERICK CAVALIERO
Deputy Director General
British Council
London SW1

Cushy number

Sir - A letter from R Sindall (TES, August 23) asks the question, "Why do the public constantly remark on teachers' holidays?"

The public are well aware of the amount of holidays teachers have and consider them to be excessive.

He is wrong to say that MPs get more for while Westminster may close for a longer period MPs are then busy in their constituencies.

However, the very fact that he asks the question indicates an unawareness of what the public opinion of teachers really is. It is generally felt that teachers have a good number, well paid on average (£9,750) and with an average of 29 days off and only a 27½-hour week.

Maybe it's because so many are out of touch with real life that we have to constantly have education interrupted.

T MARSHALL
5 Calmdon Way
Swindon

Close marking

Sir - May I counter Paul Davies's article (TES, August 16) on "Bizarre marking schemes" by stating that this has not been my experience while working as an assistant examiner and moderator with three examining boards.

Certainly the examining boards have a remarkable degree of autonomy in the face of current discussions in education on accountability, and yet they are accountable to examination centres, candidates, teachers and parents, hence the following of set procedures so that impartiality and fairness prevail throughout the assessment process.

Certainly members of subject panels can be eccentric, and subject panel meetings may or may not be called, but ultimately it is the chief examiner and the accompanying team of assistant examiners who come face to face with the candidates' scripts and who make the crucial amendments to the marking schemes in relation to how the candidates have interpreted the questions. Having already marked sample batches of scripts, the team in fact

Too rigorous

Sir - Candidates for the philosophy A level whose grades failed to meet either their teachers' expectations or their own will be disturbed to learn from Dr Anthony Harrison-Barbet's letter (TES, July 12) that there was a serious disagreement among the examiners, resulting in the resignation of one of them and a victory for the hard-liners.

Having regard to the fact that most candidates had only nine months to prepare, starting from scratch, there

makes representations on behalf of the candidates if there is an alternative interpretation of an examination question which could be made. Once amendments to the marking scheme have been agreed upon, these are strictly adhered to, otherwise the chief examiner may ask for papers to be re-marked.

The whole process is carefully and responsibly carried out. The same care and consideration for the candidate is evident in the process of drawing grade-line boundaries. Dr Davies appears to have overlooked the crucial point that the assessment process involves value judgement which may or may not accord with one's own.

The examiner's task is to adhere to what has been agreed upon, and not to what he or she feels should have been agreed upon at the coordination.

I must add that it is possible to purchase mark schemes from at least one of the boards for which I work.

S F NEWBERRY
17 Madam Road
Ongton
Kent

being no O level, that many of the recommended books were not easily obtainable and that few could have been taught by teachers who would wish to claim the qualities and experience which Dr Anthony Harrison-Barbet attributes to himself, it might have been better if a slightly less rigorous approach had been adopted for this year at least.

K TULLEY
Lowfield Lane
Melton
North Ferry
N Humberston



YTS criticisms

Sir - It was sad to read the indictment on further education colleges by employers and, indirectly, by trainees involved in the Youth Training Scheme (TES, August 23), especially given the importance of the scheme to all interested parties at a time of high youth unemployment and impending falling rolls for non-advanced further education in the form of traditional courses.

Frequently, failures or breakdowns in educational provision result from too introspective and selfish a view from

providers and consumers alike. Currently, there is an increasing expectation among students pre-16 to have what is offered to them as education.

Pre-vocational courses with their personal and social development aspects have had a major role to encourage such expectations of participation.

There is a reluctance among providers to pick up these expectations, understandably because of the lack of uniformity towards this approach in schools. This leads to schools, manage-

Canadian system

Sir - I read with interest the articles on the weaknesses of our examination system and felt the need to write of my recent experience of the system in Canada, having just completed one year as an exchange teacher in Ontario province.

The schools follow a grade system not unlike those in the USA requiring examinations of all students in all subjects each year. These examinations are school based and this allows for a much greater degree of continuous assessment, project work and the like, to be combined with more formal term and year-end examinations.

But more importantly, instead of the schools' curriculum being tested by public examinations at 16-plus, 18-plus or whenever, the Ministry of Education produced a list of aims for each course in each year of the school programme. Alongside these aims were a list of general guidelines similar in length to our examination boards' syllabuses but carefully written to suit the relevant year and ability group with the optional extras clearly separated from the essential core. Local authorities were then required to produce more detailed schemes of work for the teachers in their area and often these were drawn up by a pool of the best teachers employed by the authority.

My first reaction to this system was to be honest, one of horror. I did not like the idea of being told what to do, and when, but I soon discovered that I could still adopt my own methods and was in fact given greater freedom than I had enjoyed in Britain. Having taught a particular topic, I could examine the students' understanding in ways I considered appropriate rather than trying to predict the form of a final examination question.

The weakness of the Canadian system, as I saw it, was the lack of comparability between schools, but the British experience with inter-school moderation could easily rectify this. Teachers are well able to rank their own students when this is required and comparing the subsequent rankings should produce far fewer injustices than our present system.

FRANCIS D SUDLOW
6 Annesley Close
Langlands
Northampton

ing agents and colleges discounting such expectations as an easier response.

Additionally, joint planning for the totality of YTS both on and off the job rarely aimed at or, if recognized, is allocated too limited a time for it to be particularly effective.

YTS to do more than shape "into a learning" as well as content and methodology, needs to be corporately explored, so that the expertise undoubtably present in most colleges and

Vulnerable students

Sir - Your report on the Institute of Commercial Management, a private examining body, banned in Singapore (TES, August 9), draws attention to the need for external control on the activities of private adult and higher education colleges.

Overseas students are very vulnerable to the heavy approach of organizations who sell education. The safeguard the student has is the Fair Trading Act. The Department of Education and Science say they have no responsibility for private education.

The British Council, in its library throughout the world, advertises private education through reference books carrying advertisements. They take no responsibility. Who then is in care for students who believe the British education is so wonderful and are ripped-off by so many organizations selling education?

ELIZABETH WALLIS
25 Leyborne Park
Kew Gardens
Richmond
Surrey

Syllabus revision

Sir - Steven Crossland's letter ("Exam tyranny", August 9) touched upon several important issues for modern language teachers involved in A level preparation.

The AEB has also noted teachers' views on issues such as the examining of literature and the need for modern, relevant examination material. As a result the board has prepared a full-scale revision to the A level syllabus which is currently awaiting the approval of the Secondary Examinations Council. If that approval is given the new syllabus will be introduced in June 1988. Specimen materials will be circulated to centres in January 1988.

Colleagues in schools and colleges who are interested in the shape of these new developments should contact me at the address below.

JOHN MITCHELL
Subject Officer for Modern Languages
Associated Examining Board
Wellington House
Aldershot, Hants.
GU11 1BQ

in major companies may be underpinned by a unified will to promote a coherent and worthwhile programme. Without the recognition of the previous experience of trainees, all schemes are likely to limit their own value to the young people whose hopes and futures are planned on them.

JOYCE M FODG
Headteacher
Longford School
Fulham, Middlesex
and Regional Chief Assessor
London and South-East Region
City and Guilds Pre-vocational Courses

LETTERS

Delayed action

Sir - I wonder how many more of the places on PGCE courses for physics graduates might have been filled when Mr Lodge held his investigation (TES, August 23) if the departments were a little more enthusiastic in following up applications at this time of year?

A graduate who applies in mid-July has to wait until the end of August before any action is taken by the university - the tutors are on holiday. During this period some applicants may well be lost to other jobs as such a long delay before even an acknowledgement is received can be interpreted as lack of interest in the application.

Perhaps it is time the cloistered academics went out into the marketplace to attract applicants for their courses.

H S DRURY
33 Gladstone Street
Scarborough
N Yorks



Other tongue

Sir - I was extremely surprised to see that Mr David Board, Secretary of the London Regional Examining Board, had returned a letter written to him in Bengali and expressed the view that "he could not be expected to correspond in anything other than English" (TES, August 16).

If this is the case then it shows amazing insensitivity on the part of Mr Board. First, by returning the letter he is clearly indicating to the writer that the Bengali language, and hence Bengali culture, is of less importance than the English language and culture.

Secondly, if his reply was "dismissive and curt" as is being claimed, then this further reinforces the view that he looked upon a letter in Bengali as something not worth bothering with.

Thirdly, if it is true that he thinks that "he could not be expected to correspond in anything other than English", this institutional racism is further reinforced. It really is about time that public

institutions considered languages other than the English language and, in particular, community languages from Asia and Africa, to be of importance. Writers of these languages are felt to be second-class or a nuisance by corresponding in their own language. I am particularly surprised that an examining board could fall into this trap.

If the London Regional Examining Board feels that Bengali is a language of sufficient importance to set an examination in it at CSE level then, at the same time, facilities should exist in the office to deal with the correspondence in Bengali in a sympathetic fashion.

I hope that the London Regional Examination Board learn a lesson from this and in future make a much greater effort to show respect for the language and culture of ethnic minorities.

RON ANDERSON
Labour education spokesman
Brent Town Hall
Forty Lane
Wembley

Key Words stays

Sir - I would like to correct inaccurate statements made by John Bald (TES, August 2 and 9).

In both cases he states that the Puddle Lane Reading Programme is designed to replace the Key Words Reading Scheme (not Key Words to Literacy, which was the original research done by Murray and McNally).

It is not and never has been our intention that Puddle Lane should replace the Key Words Reading Scheme, which will continue to be published alongside Puddle Lane. These two statements have given rise to considerable confusion among the many teachers and parents still using the Key Words Reading Scheme.

Therefore, I would be grateful if you would make this correction.

VERNON MILLS
Ladbroke Books Ltd
PO Box 12 Beches Road
Loughborough
Leicestershire

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Course network

Sir - The London Association for Continuing Education (LACE) is an organization of adult educators and administrators concerned with all aspects of continuing education. We form a network to exchange information on curriculum development, staff deployment and training, stimulating and supporting new educational ventures and most importantly - helping students to find educational activities which suit their needs.

For this purpose, we publish a newsletter and organize seminars and conferences which deal with local problems as well as with national and international developments in adult and continuing education.

At a time when unemployment, the threat of redundancy and premature retirement create social and psychological stresses, more is required than narrow vocational training. We believe that we must provide and maintain the liberal continuing education which enables people to think about their problems and to develop ideas.

I should be grateful if you would allow me to appeal to colleagues throughout the Greater London area to join us in our efforts. Details of membership and subscription will be sent on receipt of a stamped, self-addressed envelope.

HANS R KLEIN
Director, Extra-mural Studies
Chairman, LACE
The City University
London EC1



LACE: dealing with adult and continuing education.

Exam expense

Sir - Not content with requiring us to prepare simultaneously for GCSE and CPVE (and to continue with our ordinary teaching load), the DES has now withdrawn the free issue of essential FEU in-service (ie self-help) training documents.

Four or five publications of fundamental importance now cost over £15. In addition, the Joint Board's CPVE descriptions cost £3.50, and there is an essential handbook in 10 parts "to follow", no doubt at a further cost of £5-£10.

The headlong speed of change de-

manded by the Government leaves no scope for time-consuming sharing - teachers will need to have material ready to hand at whatever moment they can spare for their preparation.

No doubt it is expected that those involved will be ready to disburse £25 of their back pay when a settlement of the dispute is over, or are there plans to increase spending where necessary so that the documents can be supplied to all who need them without affecting provision for students?

RONALD SONNET
25 Victoria Road South
Portsmouth

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Work for idle hands

JOHN NEAL

Choice of class monitors is a dicey business. Here is a guide for primary colleagues as they prepare themselves for the new school year.

Register monitor

A tricky one to start with because you have to choose carefully between the child who could do most without at the start of each day and yet be the one most unlikely to go AWOL or through coat pockets looking for spare Mars bars.

Dinner money monitor

Select the only child in class who wouldn't know what to do with £1.75 if he had it. Make sure, though, that he knows the way to the secretary's office. Such wandering mites are best contained by closing the school gates.

Audio-visual aids monitor

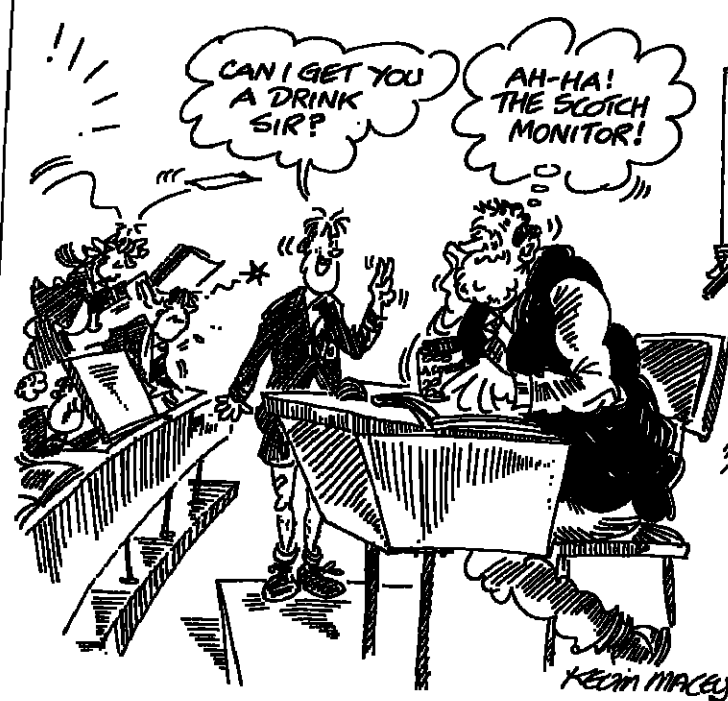
Look out for an individual with sweaty palms and a stooped gait - a maladjusted pervert who has spent many lonely late hours watching video nasties like *Alexander in a Swedish Convent*. Their craving gives rise to a way with modern entertainment technology that makes them a useful member of the class.

Scissor and compasses monitor

Most candidates for this job have ambitions to be professional knife throwers so this chore is best undertaken personally.

Art monitors

Two sensible and reliable girls are needed here. They must be able to carry out a long list of directions and knock on the staffroom door at lunchtime to remind you that it is art next lesson and not silent reading as you had hoped.



PE monitors

Two boys are required who are keen at Fathetic Endeavours. They need to be athletic and competitive and therefore may also be none too bright. Confirmation of your choice will be realized when you see them sprint willingly 150 metres to the far end of the sports field to retrieve a couple of skittles encouraged on only by your suggestion that the "Last one back's a clispy".

Chair monitor

The task here is to take the chairs down in the morning and tidy up ready to start the day. Only one child is needed. Two children might discuss the job in hand and stumble on the futurity of it all. The work generated is in the true spirit of "Job Creation". Thirty children can take down thirty chairs in five seconds - it takes a chair monitor working alone a full five minutes. This lucky child will also need special decoding skills to interpret the various scribbles that are the names on the books that need giving out. Additional psychic powers are useful when sorting

out who owns the various pieces of work with no name on them.

Telephone and bell monitors

We use two children at our school to present themselves near the secretary's office to ring the bell at appropriate times throughout the day and answer the telephones during the lunch hour. With accurate timing and synchronizing of watches, spectacular ends of lessons can be contrived. As you faint in collapse in front of the blackboard due to total frustration with the lack of success of a lesson, you raise your arms in desperate prayer that the lesson must end - and as you say Amen, the bell goes.

Finally, clue-in the telephone monitor that inspectors who ring the school do not work on the buses, but are very important people; yes, even more important than the cook or the caretaker.

John Neal teaches in a Warwickshire middle school.

Sugar plum finale

EVELYN VICARY

I approached the hall, wearing my gown and a business-like frown, and carrying in my hand the slim assembly volume of *Great Thoughts*, with the place marked by a piece of paper bearing remarks on the latest misdemeanours and the forthcoming parents' evening.

My frown deepened when I heard the music and saw the grins of the staff by the door. Our pianist was playing me in to the strains of the *Sugar Plum Fairy*. It was quite a typical start to the day.

Assessment is nothing new. In my first headship, it was known as "monitoring with a view to help". Help was definitely something the musician needed. Help into another form of employment.

Anarchy reigned in the music lessons; instruments lay safely unused or broken; hand-copied parts fluttered and swirled like autumn leaves; and the sink was stopped up by a hymn book.

At such times there was a noticeable increase of candidates for the sick room with headaches and bad ears and the children who were quiet and very often musical.

Something had to be done, so the Man from the County was called in. I fortified him with strong coffee before I leading him into the music room. As I turned to leave, I noted he was already looking startled at the pandemonium. A tall fair man with a beard, he sat inconspicuously in the back row and tried to blend into the woodwork.

Noise continued unabated while my musician shrieked a welcome, pleased that a comrade in the same line had come to join the lesson. So unworried was my musician that there was no real grasp of the reason for the visit.

Later on, a still faintly trembling inspector was in my office, heartily agreeing that help was urgently needed. And so began the long purge-

tory of monitoring and assessment. Daily, I would peer in on classes, weekly I would examine exercise books, and nightly I would make notes and pray for an end to it all.

My poor musician thought every suggestion that I tactfully made was great, the very thing to improve matters "just to please you" - there was no thought that any improvement was really needed. It was only that the pupils were naughty and the head hadn't really grasped this.

A good example was the hymn numbers fiasco. I had said that it would be best to separate the pairs and cliques, and in extreme cases, to seat a class boy, girl, boy, girl, etc. This was accepted as a brilliant new ploy, and at the start of the next day, a class was lined up outside the music room and given a black and white number taken from the box in the hall.

The girls had the evens and the boys had the odds. They were told to sit in numerical order, holding their cards aloft to confirm their alternateness. Alas, on the way to their seats, they had engaged in a form of happy families and as a result of successful swaps they were all in their usual places. Chaos!

I could go on. My musician certainly did not good music teaching did not. However, all things come to an end in time and many music lessons later, my musician bowed to the inevitable and left. Assessment had taken its toll. I felt years older, and the Man from the County had developed a permanent twitch.

Evelyn Vicary is a head teacher in the Midlands.

TALKBACK

The page for readers' views and experience. Teachers, students, parents and administrators are invited to send contributions (not more than 700 words) to TALKBACK, The TES, Priory House, St John's Lane, London EC1M 4BX.

Time to sink in

BILL GOODE

At the Information Technology Centre (ITC) where I now work, the majority of trainees have little in the way of academic qualifications: that is one cause of their being here. However, after training the majority leave us for jobs which use their new skills and they then seem indistinguishable from those more conventionally qualified.

Being an inner-city ITC, our trainees are fairly wordy-wise, most of them having a wide range of disruptive skills. Classroom-style group teaching is hardly used, trainees learning by doing on individual tasks with tutoring available. Fairly conventionally we had arranged a timetable based on quarter-day periods in such a way that staff members had sufficient free periods for preparation, arranging and supervising work experience and counselling.

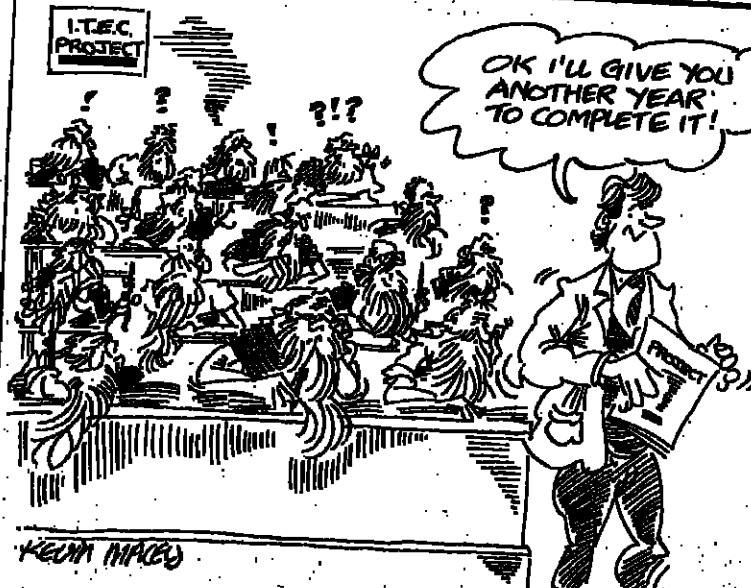
Each new group of trainees soon lapsed into poor behaviour: late arrival in the various training areas, professed boredom and uncooperative attitudes. Staff were also dissatisfied, finding themselves unable to prepare properly and often exhausted from maintaining some kind of discipline - an unrewarding activity at best.

During a staff meeting discussion of these problems, the suggestion was made - mainly to help staff - that we should change to a radically different four-weekly timetable. Trainees would spend three weeks full-time in one of the three technical training

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areas - electronic office, hardware, software - and one week on career development skills (CDS).

There would be three groups of trainees - one in each of the three technical areas - each having CDS training in a different week. So every training area including CDS would get one week free of trainees in which they could prepare future work, keep up-to-date and arrange work experience.

We agreed to try this out. Within two or three weeks, to our surprise, discipline of behaviour had virtually disappeared. More effective work was being done and there was no longer the constant struggle to maintain discipline.

We realized that these effects resulted from trainees spending more and feeling themselves to be more successful. In the old system, when they had separated short periods in any one area, they were constantly spending much of their time remembering where they had got to last time they were there.

When I mentioned this at a branch of the British Dyslexia Association some members remembered that their children had made remarks like: "At school this morning I was at getting the hang of what we were doing, and

the bell went". A teacher recalled how a group of low achievers given a whole afternoon to write up a project, had worked away happily all the time.

With hindsight it does make sense that slow learners require a longer time to take in new information or learn new skills. In contrast, a young friend, shortly going up to Oxford, tells me that he finds difficulty in studying one topic for long and likes the short school period and the variety it brings.

Our trainees' profiles from the Morris Differential Test Battery suggest that most have average or better ability for directly understanding their experience and for practical activities, but are much less able with verbal and numerical concepts presented theoretically.

The learning-by-doing environment at the ITC therefore suits them and always has.

But we now suspect that they need for relatively long uninterrupted periods of learning in one subject area may give a more significant explanation of their under-achievement at school.

Bill Goode is training adviser at Camden ITC, London.

A salute to the general

EDWARD SALLIS

In the race to establish new vocational qualifications for the 16-plus age group there is one unfortunate, and largely unpublicized, casualty - the BTEC general awards in business studies.

From September this year, the full-time diploma ceases to exist in name, although its course structure carries on for another year under the guise of the CPVE. The part-time certificate has another year or so of independent existence but it too is due to be wound up and replaced by the part-time version of the CPVE and BTEC's new 17-plus first awards.

When the general courses, popularly known as "BEC general" first appeared in 1978, they filled a gap by providing courses for young people needing a vocational education for office and shop work and for those who had "failed" at school and wanted an entry to national level business studies courses.

The open entry general level awards enabled many young people to gain a qualification for the first time. The modular construction of the courses, the system of continuous assessment through assignments, and the cross modular activities led to high degree of student motivation and achievement.

Young people in colleges and schools who have taken BTEC general have usually been very enthusiastic about their studies and the new skills they acquire. The wide range of option modules available allowed centres to devise courses to meet local needs in fields as diverse as travel and tourism, secretarial skills and retail distribution. The practical and vocational nature of the assignments allowed the non-academic and those often labelled "under achievers" or "less able" to develop their creative talents in ways which have given them easier access to working life.

The great disappointment is not that CPVE has been introduced, but that a worthwhile qualification, which has been abandoned for it. There has been too much change recently that it would have been sensible from the point of view of students, parents, employers, colleges and schools to have left at least this familiar landmark.

Edward Sallis is a former BTEC general level moderator.

BEC general has succeeded in two other areas. It developed the need for business studies teachers to work together in teams, especially to design the all important cross-modular assignments which are the centre piece of the curriculum. And, it established a credibility with employers who, in the main, liked the product and found that the non-traditional but externally set examinations in the three core modules met their requirements.

The success of the award can be seen from BTEC's latest annual report which shows that the number who gained the diploma rose from 5287 in 1980 to 8737 in 1984. On the part-time Certificate the increase is even more dramatic with 5510 passing in 1980 and 12904 passing last year. The certificate has now become an important qualification for YTS trainees.

The BEC general is disappearing not because it is a model nor because it has lost its relevance to office or distributive work, but as the result of the CGLI and BTEC's joint bid for CPVE not wanting competition. The problem for business studies teachers and for potential business studies students is whether the CPVE will provide as useful a substitute. There is a considerable difference between a vocational and a pre-vocational qualification in terms of both philosophy and in the end result for the student. The BEC general provided students with an award which enabled them to claim competence for entry into junior office and distributive jobs but it is not clear whether schemes devised within the framework of the CPVE can claim as much. The new first awards are vocational but they are not available to the 16-plus school leaver who, if he or she does not have a four O level equivalent, must go on to a CPVE course.

The great disappointment is not that CPVE has been introduced, but that a worthwhile qualification, which has been abandoned for it. There has been too much change recently that it would have been sensible from the point of view of students, parents, employers, colleges and schools to have left at least this familiar landmark.

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FEATURES

In their foreword to the National Criteria that are to govern the GCSE, the Secretaries of State for Education and Science promise that the criteria will be "reviewed and updated regularly". In the case of the compulsory "assessment of oral communication" (to be a feature of all syllabuses in English), the review cannot begin too soon. It is a resounding irony of the move to a national system of oral assessment at 16-plus that it should have been precipitated by our increased knowledge and understanding of the spoken language.

For one unavoidable consequence of this deepened appreciation is the recognition that any attempt to impose standardized assessment procedures upon the spoken language is pretty well bound to distort what we most seek to foster and respect. Unfortunately, the "pooled wisdom and experience" that (the Secretaries of State tell us) produced the "nationally agreed statements" either ignored that recognition or turned itself to making the best of a very bad job.

It is indeed an impossible job. What is oral communication? It isn't a phrase from ordinary usage; neither is the language with which the authors of the document describe the techniques by which it is to be assessed. The testing of oral communication must, they say, go beyond "reading aloud and delivering a talk". In indicating where it will go the authors are forced to invent forms of expression that do not merely obstruct communication; they disfigure the language itself. An exaggeration?

Conversation and discussion have varying degrees of formality from chat to interview and debate, but for assessment purposes there must be some aim or goal, not simply a random exchange of views. There can be problems in group discussion of assessing individual performance and response; an individual conversation can help to verify the assessments.

The italicized words do violence to those that precede them. The spirit of the English language doesn't allow us to talk of assessing conversations or to insist that they should have aims or goals.

"Techniques of assessment" and conversations belong to different worlds. It seems pointless to acknowledge (in the first sentence) the true nature of conversation and discussion if in the next breath you are going to concede that "for assessment purposes" their true nature must be defied. For what have you got left? You have an "oral communication situation" - which isn't the same thing at all.

No one would deny that conversations and discussions should go on in English classrooms. It is one of the healthiest developments of recent years that their place and value have gained general acceptance. But "for assessment purposes" you have to deny the nature of what's being assessed - which is logical nonsense.

The second sentence above (about group discussion) compounds the error. Genuine discussion, I take it, is an affair in which silences, half-finished remarks, scarcely verbal promptings and withdrawals may play their part quite as effectively as fully articulated sentences. A discussion may be satisfying and effective for those taking part in it in ways inscrutable to those who are not.

Some such recognition is presumably behind the unapplied reservation that "there can be problems in group performance and response". But activities that can be described in terms of performance and response are more at home in the laboratory than in the English lesson.

The poor creature, discussion, (in which "response" may be at once vivid and unspoken) is threatened with imminent death by the machinery mistakenly set up to protect it: attentive to the National Criteria, the Midland Examining Board says in its joint GCSE/O level syllabus for 1986 and 1987, that the teacher "must ensure that each candidate is given opportunity to make a sufficiently substantial contribution to the discussion for an assessment to be made". Performance and response to order.

What is surprising about all this is not the intractability of oral communication as an object of assessment. That is familiar to anyone who has been part of such an enterprise at CSE level over the past 20 years.

What is astonishing is that the intractability should at this late stage be denied - and in language that so deadeningly contradicts the spirit of what is sought to promote - which is, in the words of the Secretaries of State, "the improvement of examination courses and teaching and learning processes in schools and colleges". For there can be no doubt that the original impulse springs in large measure from a widely documented and frequently insipidly appreciated of the vastly varied liveliness and power of ordinary speech: a liveliness to which neither the powerful and still very active view of good spoken English as the preserve of a socially defined minority nor the equally powerful conviction that "English" means the written word, has ever done justice. The teaching of English has greatly



Speaking out

Ground rules for the new GCSE in English convince Roger Knight that testing oral proficiency is not worth the effort.

benefited from this appreciation. Systems of assessments, however, are all too likely to betray it: with the specimen "Grade descriptions" in the National Criteria for English we enter a world of ever-deepening unreality from which that originating impulse has well and truly departed.

The "assessment objective" is that candidates should "communicate effectively and appropriately in spoken English". By way of example the description of Grade 4 includes the information that the candidate will be competent in:

describing experience in simple terms and expressing intelligibly what is felt and what is imagined.

The Grade 2 candidate's superiority will lie in his competence in:

describing and reflecting upon experience and expressing effectively what is felt and what is imagined.

Into such a mire does the assessment of oral communication lead. What is there to be grasped here, either theoretically or practically? As the spur to greater exactitude in assessment is the more keenly felt, so in instinctive revolt (one might fancy) the language clouds, eludes the understanding. The powers of reflection that distinguish the Grade 2 from the Grade 4 candidate supposedly result in a distinct quality of "performance", registered in one word: he will express himself "effectively"; the Grade 4 candidate on the other hand merely expresses himself "intelligibly".

Such language is the expression of what Wordsworth called:

that false secondary power

By which we multiply distinctions, then deem that our puny boundaries are things that we perceive, and not that we have made

What is potentially damaging about this mechanistic and on the whole spurious collection of grade descriptions is the misdirection it will give to energies which should properly issue in good teaching. Can the reader, without too much ado, bring to mind circumstances in which he would be happy and able to distinguish and evaluate his acquaintances' ways of speaking as either

using some variation in speech style according to situation and audience. (Grade 4)

or,

showing some sensitivity in using a range of speech styles appropriate to situation and audience. (Grade 2)

Teachers are going to have to make such distinctions among 30 or so children at a time. Even if one could anticipate some working agreement on how these distinctions may actually be spotted in practice (leaving aside the question of their validity), there is still the perennial and - a living language being what it is - inevitable problem of the intense and private subjectivity colouring our own responses to the way others talk.

How now you affects me, why I like or do not like it, approve or disapprove of it, why I speak how I do in return - these things are only partially explicable under the most careful introspection of which I am capable.

Pupils none the less are to be judged on their competence in speaking "with appropriate tone, intonation and pace". Can we imagine a

ment, or a department and its moderator or - better still, since it is *national* criteria that are in question - the five different examining boards convincing themselves that they possess a common understanding of what will constitute an "appropriate pace" across the immense variety of contexts in which students come up for assessment? (These guidelines, we remember, cover all three modes of examining.)

The concept of "appropriateness", apparently generous and realistic in its recognition of the social dimension and the multifariousness of the spoken language, is a very imprecise instrument for assessing it. The nature of the difficulty is clear if we remind ourselves that it is not in a vacuum that our Grade 2 candidate will be speaking "with appropriate tone, intonation and pace".

It will be in the context, for instance, of "expressing effectively what is felt and imagined". Where must teachers look for the common standard that will enable them to make confident judgements that this or that pupil's expression of what he feels and imagines is appropriately paced? The document is silent on this point. As well it might be.

The assessment and moderation of oral work, whether continuous or based upon end-of-course examination, is an immensely time-consuming and complicated business. The publication of the National Criteria will not have been unavailing if it eventually convinces enough people that the benefits of a compulsory oral assessment are both extremely questionable and, without doubt, entirely disproportionate to the amount of time and effort needed to secure them.

Roger Knight is a senior lecturer in English at the University of Leicester and editor of *Use of*

John Co 13/6



Team handball

The ideal game for boys and girls in primary and secondary schools says Norman Mortimer

We are now one of the few European countries not teaching the Danish game of team handball in our curriculum. Since its introduction to the Olympic programme in 1972, team handball has experienced considerable growth throughout the world. In Denmark, crowds of 1,500 for major league games are not uncommon and in Germany and Iceland the sport is popular enough to support professional teams.

Handball is probably the most natural of all team games, utilizing the most basic skills of running, throwing and catching. Its rules are designed to keep play flowing and, as a result, handball is one of the world's fastest team games.

A handball team has seven players: one goalkeeper and six outfield positions. There are two goals (3m x 2m) and the object of the game is to score by throwing a ball with the diameter of a size 3 football into the goals.

In front of each goal is a "D" marked six metres from the goal-line and only the defending goalkeeper is allowed inside this area. However, this rule only applies to the area on the ground and it is permissible to jump into this area provided the player has let go of the ball before landing inside the "D". This leads to some really spectacular diving shots, one of the aspects of handball that accounts for its spectator appeal.

The game revolves around either attack or defence with little or no midfield play. Passing is fast and players are allowed to run with the ball. The easiest way to describe it is like netball with movement.

Physical contact is permitted and many of the skills in handball involve partner work such as pushing and pulling against the resistance of a partner and as such the handball lesson provides a good workout for the whole body.

Handball is the precursor for a games player's life as a poor games player myself I am familiar with the deflection of watching basketball shots bounce off the ring and inadequate volleys soaring out of court. We have become obsessed with complex skills in PE but handball offers an opportunity to put the physical back into physical education.

That is not to say that handball is not skilful, on the contrary. But the difficult skills are acquired through the game and are not a prerequisite for playing it.

As most children can run with, throw and catch

a ball, the first week can be used to explain some of the simple rules and get right into a basic game. No sport adapts itself better to the Play - Stop - Play style of teaching than handball.

Unlike basketball and volleyball, handball offers even the poorest players achievable goals. The mere act of running up and down the court as part of a team attack and defence has a worthwhile effect. Later the game can become more sophisticated by introducing systems of defence and attack and concentrating on individual positions such as line players, shooters, and wingers.

It can be played as a mixed game, which makes it ideal for primary schools. No special equipment is needed to teach handball in primary schools as crash mats can double as goals and a small plastic 50 pence football is all that is required.

Handball offers a high level of skill transfer to other sports. Of all team games, handball should be taught first as the skills learned will help the pupil with the more complex skills of basketball and volleyball and will give an insight into the team co-operation required in soccer and rugby. Unfortunately, this is not the case in reverse.

When a child has played basketball, it is extremely frustrating trying to teach them to move with the ball in handball: the rugby players tend to cripple the opposition instead of firmly restraining them and the netball players inevitably stand on one leg and throw the ball over the bar.

When one considers how simple handball is to teach and to play, requiring so little in the way of specialized equipment, it is hardly surprising that it has become so popular around the world and why Third World countries, in particular, are so keen to promote it at junior level. Since the Los Angeles Olympics, handball has managed to make inroads into the American curriculum and is even starting to rival basketball in some areas.

British physical education has to move with the times and having watched 4,500 children from 400 teams representing 19 different countries playing handball in the world's largest youth handball tournament this summer, I can see a tremendous need to re-evaluate our PE curriculum. Handball is physical; it is active; and children learn from it, so it is education.

If you would like to find out more about the subject, write to: The Secretary, British Handball Association, 90 Penny Avenue, Fishermend, Millers Keyne, MK6 2BE.



A contact sport that develops team skills and offers something for even the poorest games players.

Keeping it in the family

Sarah Farley talks to parents who teach their own children using a scheme that has official DES approval.

Mum, do you remember how we used to be deflected by the Koran being loud-hailed from over the road just when we'd started lessons?" prompted 10-year-old Giles Croucher, who had recently returned to Britain with his parents and younger brother after two years in Buraydah, Mid-Arabia.

Their home was far from any British school so Janice and Martin Croucher undertook to teach their children themselves using the DES-endorsed Home-School scheme devised by the World-wide Education Service (WES). "I'm not a trained teacher," Janice explained. "But we felt the most important thing was to keep the family together."

Initially, Janice doubted her ability to teach but having been pitched into the position through necessity - Martin had to go to Buraydah on a two-year contract - she and the children settled down to work. They enjoyed the experience. "We used a programme that took in all the subjects we wanted," explained Janice. "And I had the support of a personal tutor in London who I could call on for advice."

Termly assessments, based on samples of work, were prepared by the tutor to give the parents an indication of the children's progress.

"The beauty of the system was its flexibility," added Martin Croucher. "Not only in terms of having lessons when we wanted, avoiding the hottest time of day, but also in the way WES encouraged the boys to apply what they were learning to the country they were in. Being an engineer myself, I was fascinated how they went about learning the principles behind building bridges by looking at the construction of bridges near us and making models."

WES, which held a Families Day in London recently so that parents could meet tutors, grew out of the Parents' National Education Union (PNEU), established nearly 100 years ago by Charlotte Mason, an influential educationist who proclaimed the motto "I am, I can, I ought, I will."

Hugh Boutler, director of WES, said: "Charlotte Mason believed that 'education is an atmosphere', that each child should be treated as an individual and taught through a structured but broadly-based curriculum which encourages enthusiasm for learning. And she believed that parents should be thoroughly involved in the education of their children. Rather a modern approach, really."

Hugh Boutler is one of seven tutors at WES who supervise over 400 families from places as far distant as Zambia, The Virgin Islands and Malaysia, to not-so-distant Beds, and Staffs, UK. The course is for 5 to 13-year-olds, with annual fees ranging from £395 to £525 (books not included). Recently, a nursery course for three to five-year-olds has been started called "Learning to Learn". About 10 per cent of WES families live in the UK, the parents having decided for differing reasons to educate their children themselves. One such family are the Langstons, from Staffordshire. Ann Langston left the local comprehensive school because she and her parents disagreed with the way she was being taught.

"We were quite happy with the infant and junior schools," said Ann's mother. "The problems only started when she was 11." Ann's father sold his business and invested in property to provide a small income so that he could share Ann's education. "I take geography, history, RK, music and science. My wife does English, maths and art. It's not just Ann that's learning, either," he added.

Sometimes, of course, the Home-School method does not suit. One difficulty can be the complexities of being both parent and teacher, a dilemma solved by a mother and daughter in Sicily who each day went through the charade of the girl leaving home at 9am, walking round the block, ringing the door bell and coming in for lessons. At lunch-time she reversed the procedure, thus keeping home/mum and school/teacher separate.

The isolation from other children is a matter of concern for most of the parents. An extreme example is that of six-year-old Emma Clayton, whose father, Mike, is the captain of a cargo ship which travels the Mediterranean, docking at Plymouth for two days each month. The Claytons do not have a home on land, preferring to be together on-board ship rather than live a disrupted life in England. Karen Clayton decided not to teach Emma herself, feeling she did not have the patience, so they employ a tutor to follow the WES scheme.

"Given the circumstances, we think this is the best solution," said Mike. "Emma does miss the stimulation of other children although she has a friendly rivalry with her cousin. But mixing with



'They are often ahead educationally with tremendous enthusiasm for learning'

adults so much seems to be making her grow up very quickly in some ways."

Emma did seem to have a large quota of self-assurance, a characteristic common to nearly all the WES children. "The one-to-one style of teaching helps to produce confident, articulate children," says Hugh Boutler. "When they return to Britain and school, we are aware they are often ahead educationally, with a tremendous enthusiasm for learning that is not always present in their classmates."

Some parents were pleased with the way their children had made the transition back to the

classroom, encouraged when teachers expanded their child's experience to the benefit of the class. Other families, with their new knowledge of education, were less enthusiastic. "I don't think the other children are very interested, and they're so noisy you can't think properly," commented one seven-year-old.

Certainly the children at the Families Day had a keen interest in their favourite subjects. Caroline Jackson, aged nine, particularly likes natural science, including bird watching. Unfortunately, living in Libya, she isn't allowed binoculars. That is another part of her education.

Return visit

When primary teachers from Gloucestershire and Paris visited each other's classes they found the difference amazing, Anne Fitzgerald reports.

Inspectors and administrators make courtesy visits abroad, language teachers make exchanges to countries whose languages they teach but seldom do class teachers, particularly in infant and junior schools, get a chance to meet their colleagues in other countries, let alone watch them teaching or have a chance to discuss their work.

Such thoughts occurred to Mr Ian Jones, a Gloucestershire primary school headmaster amid the well intentioned papers and reports at the 21st Council of Europe Teachers' seminar in Donaueschingen, West Germany two years ago.

"I could see the ideas we had discussed remaining simply on paper and I felt it was important to do something more practical about getting teachers from different countries working and talking together," he said.

response to his enthusiasms from Mme. Martine Goutallier, inspector for primary education in Paris. So earlier this year, a party of nine teachers from Gloucestershire schools and Kay Jones, primary education adviser for the county, went on a week's visit to colleagues in Paris, staying in the homes of their opposite numbers and spending time with them in their classrooms and around their schools.

The recent return visit by the French teachers allowed them to continue their occasionally heated discussions. For the French there was clearly a certain amount of what one teacher described as "methodology shock" and at social gatherings for the whole group the burning topic was the divergence of classroom styles.

The closer relationships English teachers forge with children was noted by the French; "I think we're very remote, very formal, by comparison," commented Michèle Galuska.

"We have been amazed by your system of individual teaching," said Françoise Quécoc. "In France, we are much more directive. The teacher teaches a lesson to the whole class and the children then do work, everyone attempting the same things and doing as well as they can."

To questions of what happens to the slower learners, Martine Goutallier explained that it is quite common for children up to the age of 13 to repeat a year or more of elementary school until they have achieved the required standard. Some begin secondary school two or three years older than the average age of the class.

Generally, the English individual learning approach won high praise particularly for "the constant opportunity it gives for remedial help which is not possible in our more rigid system". But it was also a source of some perplexity. "What I don't understand," continued Françoise Quécoc, "is when you have to introduce something new to the class how do you do it? Do you teach it to each individual child or to the whole

class? If all the children are using different reading books or doing different schemes of work, how do you assess their progress?"

Precise methods of assessment, both of the children's performance and the teacher's is regarded as essential for monitoring efficiency and effectiveness in France. The chief education officer for Gloucestershire, Mr Keith Anderson, felt "the French monitor and record the children's progress so well that I believe fewer children fall through the safety net".

The English teachers' systems of assessment, and the variety of schemes provoked surprise and some admiration for the amount of work entailed in a well-run, individually tailored approach to learning. "It is a lot of hard work for the teacher to teach like this," said Martine Pigot. "I think it can work but I can't see it being possible in France."

Along with the French "formality" went an emphasis on presentation and skills, noticed by the English group, particularly the high quality achieved in handwriting and handicrafts. When it came to resources, particularly the play equipment and space for creative play allotted to the nursery and small infant age groups, there were some envious sighs from English teachers though several comments on the "lack of imagination" in the French reading schemes and library books which many of the schools provided.

There was some envy too for "the small army" of ancillary staff which the French provide: cleaners (on call all day), mealtime and playtime supervisors who also take over the dressing/undressing/handwashing of the youngest children, the duplicating of worksheets and other chores, leaving teachers free simply to teach though the extra pair of hands provided by the English system of "auxiliaries" in the classroom was also acknowledged.

"Conditions of service are generally more secure in France," said Mme. Goutallier. "Our

afraid of losing jobs because they know the state will provide them with other posts. We do not train more teachers than we can employ and at the moment with pressure of demand for pre-elementary (three to six) education this area is expanding."

However, there is also much more control of the movement of teachers, with the employer, the central Ministry, re-deploying teachers to any part of the country to fill a need, something which sent shudders through the English group and made current frets about restricted movement of teachers in this country seem the lesser of evils.

These restricted horizons, particularly in a rural area where many teach in very small schools, was one of the main reasons Gloucestershire's CEO supported the exchange, "though in the present climate it had to be at minimal cost".

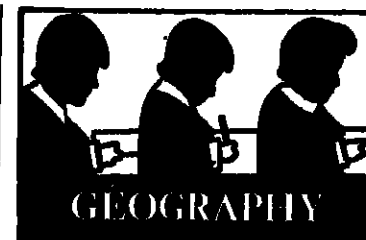
Thus, a readiness to pay £50 travel costs (reduced when the Central Bureau for Educational Visits and Exchanges stepped in), and to go to Paris at half-term so that no supply coverage was required, were pre-conditions for the English participants. Travel costs and supply coverage were guaranteed for the French.

But the benefits had been considerable: "It's given me so much more confidence," said one. "It's given us a lot to think about and talk about" others agreed: "a unique experience".

"... made me take a more objective look at what I do; ... a feeling that I belong to a profession not just do a job."

Such comments came from both sides and for the French inspectorate an emphatic "oui" from Mme Goutallier on the question of value for money. "We all tend to do things a certain way because they have always been done that way. This exchange has made people who teach meet others who teach in different conditions and in different ways, has made us reflect on our practices and at least contemplate the idea of change."

Good old-fashioned fare



concepts" are studied "together".

For instance, in the section "Power and organization in the Pennine valleys", the author gives a simplistic overview of the origins of the northern textile industry. In particular he makes no initial differentiation between the cotton and woolen industries and the fact that it was the manufacturers of the former (together with the silk and stocking manufacturers of the Midlands) who, in the main, pioneered the introduction of mechanization and factory methods in the textile industry. Instead pupils are left with the impression that the inventions of "Mr Hargreaves, Mr Crompton and Sir Richard Arkwright" were developed for the woolen industry.

Reed Beddis takes care to emphasize that his coverage is selective and you will look in vain for the northern textile industry in his non-comprehensive pages. Instead he emphasizes trends and social patterns. In his introduction he says that "The aim of the book is to present an accurate picture of Britain in the mid 1880s". By an accidental but accurate quirk of fate, this is printed next to a large photograph showing Merseydale (albeit Everton) soccer players and accompanying fans in a victory procession. Social awareness is, in fact, as much in evidence throughout this book as physical geography. Copious case histories, many taken from *The Times*, enliven a text which does prove that "realistic images" can be derived from systematic geography as well as from those based on a study of the regions.

David Waugh has already written a book on the British Isles in his Area Studies series. Now he turns his attention, and applies the same treatment, to *Europe and North and South America*. Both books follow much the same sort of structure and pattern although only *Europe* is supplied with an index. After a general introductory chapter there are sections in both books on Climate, Population, Farming, Forestry, Water Supply, Energy, Mining, Industry, Transport, Tourism and the Environment. Both are extremely well illustrated in full colour with topics covered normally on double-page spreads.

World-wise

The *Gala Atlas of Planet Management*. Edited by Norman Myers. Pan £9.95. 0 330 28491 6

"This is no ordinary atlas. It maps and analyses a living planet at a critical point in its history - as one species, our own, threatens to disrupt and exhaust its life-support systems. It charts the growing divisions in the human family and it proposes that we have the chance to redirect our course, and become caretakers of our future."

Such is the lead in to this book and it is not over-exaggerated. The *Gala Atlas* is a resource compendium which provides an up-to-date commentary on the many problems which planet Earth is facing. There are seven sections: land, ocean, elements, evolution, human-kind, civilization and management. The potential resources, crises and management alternatives are considered in each of these sections. It is possible, therefore, to identify the known facts of, for example, the supply of clean water, the difficulties in providing supplies for everyone in the world and possible ways of how this could be carried out. In double-page spreads the particular topics are strikingly illustrated, backed by a full and interesting text; altogether there are over 250 pages equivalent to well over 100 themes. The list of contributors is impressive, including most of the well known figures in conservation.

Teachers of environmental matters, and that should be all teachers, have a problem in obtaining easily accessible information in a simple but accurate form of retrieval. The information in *The Gala Atlas* and the presentation is such that imaginative teachers could adapt and adopt much of the illustrative material for their own particular use. It is an absolute must for all college and secondary school libraries. Unfortunately, of course, the "Earth changes day by day so that inevitably the book will date. I hope that it will be supplemented in the future by updated information.

Philip Sauvain

Philip Neal

Mexican miscellany

CHILDREN'S LITERATURE

Tepeingo, the four stories in this book explore with an admirable and exact directness: the world of a little girl called Pepita, whose homely adventures grow out of the bustle and routine of ordinary village days. Life is poor and hard, but young and old each have a role, and work and play are happily intertwined. There is fun as well as labour, and the village year is marked by ritual and communal festivity. Behind the modern Spanish-speaking community, familiar with television and tourism, we sense the world-view and the values of the Nahuatl-speaking "ancestors", who were wise, because they conversed with their own hearts.

The illustrations to the four volumes are in quite different styles: William Stark's for the poems are cheerful, colourful, economical; Susana Martinez-Ostos's for *Why Corn is Golden* are dreamily romantic; Leonel Maciel's for *The Old Lady Who Ate Peaches* have the stubborn hieroglyphic quality of the post-conquest Codexes, or unfathomable rock-paintings; Kurtz and Kobeh's for *Tigers and Opium* have something of the feel of hand-coloured steel engravings, though in fact the colour tints have been laid on mechanically, and not always with 100 per cent success.

The stories in the three volumes of tales are inevitably a mixed bag, but in each case both treatment and translation are spirited and attractive. "The Chocolate That Turned to Stone" is a typically lively story of trickery, deception and poetic justice, in which some villagers take their revenge on the wicked warriors who have hogged all the district's supply of chocolate: "They bashed them and mashed them until they looked like squashed toads... Since then, the village people have been able to enjoy their chocolate in peace. Now they have a right to their hot frothing chocolate, their cold frothing chocolate, and even a little cream mixed with ground chocolate." A highly satisfying ending for children and the greedy and sweet-toothed of all ages.

Readers who wish to know more of the culture that has produced these stories and poems have only to turn to Margaret Kitchen's delightful *Grandmother Goes Up the Mountain*. Set in

from many lands gathered in his *Rick Man, Poor Man, Beggarman, Thief*, and a shrewd awareness of how the spoken story can best transfer to the printed page. His book is a genial hotch-potch of the standard plots of the world's oral literature in unfamiliar guises, and ranges from broad humour to sly wit to thought-provoking adventure. Like his *Whole World Storybook* it is illustrated with fluid strength by William Stobbs. "Mr and Mrs Vinegar", his version of an English story collected by Halliwell, shows Crouch in typically fine form, loosening up a rather stiff original without disrupting the logic or distorting its content. And the ending of this story shows that whether in Mexico or the West of England, some things are always the same: "She whacked and banged him till he didn't know whether he was coming or going, upside or down."

Marcus Crouch, on the other hand, shows an implicit delight in the robust and unesoteric qualities of the stories

Neil Phillip

The Book of the Medieval Knight

STEPHEN TURNBULL

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Geographical Studies in North America. Second Edition. By B E Price and E Tweed. Oliver & Boyd £4.95. 0 05 003816 8.

A Geography of Modern Japan. By Donald Macdonald.

Paul Norbury Publications, Woodchurch, Ashford, Kent TN26 3TV. £4.50.

With the impending arrival of GCSE and in the aftermath of the pronouncements of Sir Keith Joseph on the future of geography teaching in school, it comes as something of a relief to turn to good old-fashioned regional geography - represented here by no less than five substantial new titles and one equally substantial revised title. All are immediately appealing to the eye with full-colour covers, excellent black and white photographs and clear line illustrations. As an added bonus the geographies published by Oxford and Nelson are printed in full colour on alternating double-spreads.

All six books are of similar weight and price and designed to meet the examination requirements of one or other of the various regional options. Not surprisingly, they are somewhat dissimilar in style, methodology, approach or structure.

MacDonald on Japan and Price and Tweed on North America are perhaps the most conventional in approach, each with a no-frills text, adequate sub-headings, and good photographs, maps and diagrams. The former confines exercises to the back of the book while the latter makes frequent, if somewhat daunting, use of lists of

My Song is a Piece of Jade: Poems from Ancient Mexico in English and Spanish. Adapted by Tom de Cere. Illustrated by William Stark. Methuen £5.50. 0 416 27150 2.

Why the Corn is Golden: Stories about Plants. Adapted by Vivian Blackmore. Illustrated by Susana Martinez-Ostos. Methuen £5.50. 0 416 24810 1.

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South Sea Stories: Tales from Papua New Guinea. Written and illustrated by Christopher Somerville. Target £1.35. 0 426 20180 9.

The Lotus and the Gull: Legends from East to West. By Rosemary Harris. Illustrated by Errol Le Cain. Faber £3.95. 0 571 13536 6.

Rick Man, Poor Man, Beggarman, Thief. Rick Man, Tales from Around the World. By Marcus Crouch. Illustrated by William Stobbs. Oxford University Press £7.95. 0 19 278111 1.

Methuen's series of four forty-eight-page picture books based on Mexican legends is refreshingly lively and enjoyable. They originate in Mexico, and there is something profoundly non-European about the look and flavour of them: especially the unusual and the slightly off-kilter. The first, *My Song is a Piece of Jade*, is the most daring, re-fashioning fragments of Toltec poetry in both Spanish and English. The translations have a telling clarity and simplicity that manages to convey, even in declarations of faith and joy, an undertone of sadness for the passing of time.

Back to Socrates, who suggested that teaching is as much an affair of speaking to, as of speaking about: "Perhaps it is more like friends talking together..." But can teachers and pupils be friends? Gordon Wells says things would be better if they were; Gareth Matthews says they aren't; however he is not a curmudgeon, but a thinly-disguised optimist, and the book closes with a wistful expression of hope, looking forward to the day when classroom dialogue will depend on "Knowing children and their minds in a different, more precisely human way." That'll be the day, and I hope I'm around to see it.

A cheerful antidote to this nightmarish account of the functions of spoken language in classrooms

can be found in *Language Assessment in the Early Years*. This is an illustrated account of the wide variety of language-based activities carried out in the best American pre-school establishments and kindergartens, and in our own nursery and day-care workers, for the benefit of aspiring teachers and a view of language acquisition, and the book covers both oral and written language activities. On the minus side, there is a regrettable tendency to end each chapter with a review of relevant text material, as if assessment wasn't proper assessment without a checklist or standardized score. There's a worrying suggestion too that children's spontaneous talk isn't quite respectable enough for assessment purposes and that workers with young children need to set up regular planned interviews. And I raised my eyebrows still higher at the examples given of how to monitor cognitive development, which include a checklist recording the child's ability to "orally label shapes (triangle, square, circle etc.)." But these are minor flaws in a supportive and entertaining handbook.

Much more inspiring for the classroom teacher who spends time talking to children, and who seriously believes talk can play an important part in their learning is Gareth Matthews's brilliant *Dialogues with Children*. The author is a professor of philosophy who, while researching modes of cognitive development in young children, resolved to work with "real children" as well as with psychologists, philosophers and AI specialists. Working in an Edinburgh junior school for an hour a week with a class of 8 to 11-year-olds, Gareth Matthews discussed with them a range of philosophical questions: Is cheese made of grass? do flowers feel happy? can dogs have a concept of tomorrow? why is it better for three people to selfish than one? and so on. The philosophy, it is said, the flashes of insight, and the warmth of the discussions are exciting enough in themselves; the added bonus of bonuses is the author's achievement in portraying "the possibility of having a relationship with children that is different from any my readers are likely to be used to". His vision of the teacher-child relationship is one "of mutual respect... without condescension... (in which) children can help us investigate and reflect on interesting and important questions" - brave and beautiful words.

Like a child saving the best and biggest strawberry on her plate, I have left till last the most important book in this batch. But *The Language Gap* isn't a delicious mouthful of sweetness. It is a stern indictment of what passes for education in many classrooms, written out of a fervent commitment to the idea that we must stop selling so many of our pupils short. The author confesses that this account of his work, a classic example of theory grounded in first-hand classroom observations, may "seem a mean and curmudgeonly picture" but, he argues, it's time for teachers to look afresh at what they do "through their own under-valued and under-used intuitive skills and their empathising observation of children learning - or not learning".

"Not-learning" is the focus of Robert Hull's study, and the context is the use of language in comprehensive school classrooms that, he suggests, does as much to hinder learning as it does to help it. Through a detailed analysis of a variety of classroom texts, written and spoken - a challenge to lesson on radio-activity, pages from *Book 3*, duplicated hand-outs on Elizabeth I, worksheets for a field trip to a beach, a relief map of Europe - he shows how pupils are shut out from the knowledge "inside the teachers' heads" and, even worse, how they are prevented from sharing, or drawing on, their own knowledge, by the strict if unwritten rules that govern classroom discourse. Children in school, he argues, are "denied the use of their own capacities - their language, the things they already know and can do". He contrasts the school world of established knowledge with the pupils' world, and argues that established knowledge maintains and reproduces itself by handling the pupils' world as a kind of threat. Lessons aren't so much dialogues, as monologues that are occasionally interrupted.

And the remedy for this sorry state of affairs? Back to Socrates, who suggested that teaching is as much an affair of speaking to, as of speaking about: "Perhaps it is more like friends talking together..." But can teachers and pupils be friends? Gordon Wells says things would be better if they were; Gareth Matthews says they aren't; however he is not a curmudgeon, but a thinly-disguised optimist, and the book closes with a wistful expression of hope, looking forward to the day when classroom dialogue will depend on "Knowing children and their minds in a different, more precisely human way." That'll be the day, and I hope I'm around to see it.

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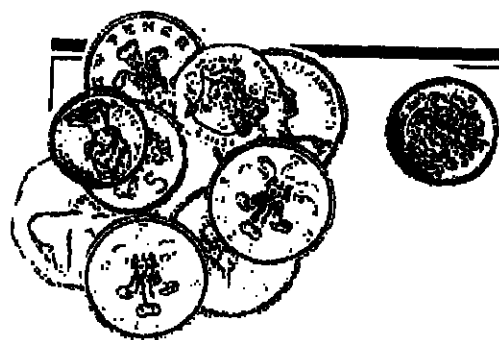
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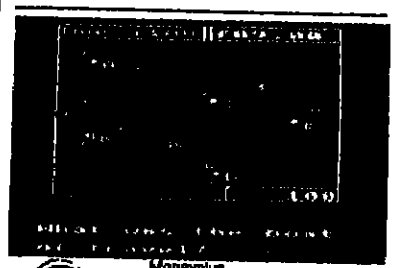
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MONEY SENSE

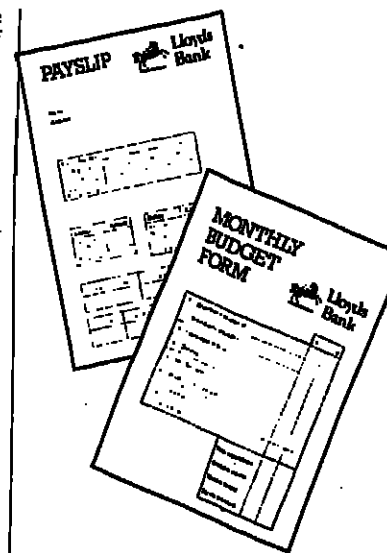
David Whitehead tries out a selection of banking programs for primary and secondary pupils

Pride of Blue
BBC B single-sided double density disk £5
National Girobank, Bootle, Merseyside GIR 0AA.
Midland Computerised School Bank BBC B 40-track disk. Free Contact local Midland Bank branch.
Moneyplan: Payslip, Budget, Credit Price £29+VAT
Careers Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey TW10 6UA.
Moneyplus BBC B disk £31.26+VAT; also available on cassette
Femleaf Educational Software, 31 Old Road, Gravesend, Kent DA11 8LH.



Pride of Blue is designed to provide students with a basic understanding of current account banking. Little keyboard experience is required and users successfully complete the program simply by following the screened instructions. Teachers of Life Skills courses require no expert knowledge of banking or computers in order to use the program, whose key elements are student questions, a glossary of banking terms and details of Girobank services. It is intended for commerce, business studies and money management classes and, incidentally, provides a reliable and basic program for students developing their keyboarding skills.

The **Midland School Bank** enables schools to modernize their traditional school bank by computerization. The main program, which handles a maximum of 256 accounts per disk, is fast and easy to use. The accompanying users' guide explains what can be done with it and includes several sections of jargon-free general advice. Care is taken to keep the exposition within the reading capability of average 12 to 13-year-olds.



The broad educational value of the program is that students will see how the computer increases productivity as a working tool, by its adaptability to a variety of situations. Apart from its main use for banking, it provides an

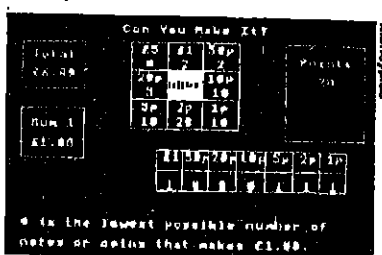
efficient, convenient method of handling, for example, instalment payments for field trips or school holidays abroad, for recording ETA fund-raising activities or money raised by students for charity.

Banks are of course neither depositors nor money lenders, but a combination of both. This one, however, is simply a depository, as no overdrafts are allowed. As a simulation of a real bank it is one-sided, though presumably most school students would not get overdraft facilities even if they had a real bank account.

Moneyplan has three units. The first, "Payslip", shows students how deductions are made and net payments calculated. "Budget" is an exercise in the advance planning of expenditure. Users have to input a figure for take-home pay and then estimate outlays per month on each of eight lines of expenditure. The program calculates whether the student's scarce resources will stretch this far. "Credit" compares the costs of various forms of instalment credit. Users input the items to be bought, their price and the period of credit given, and the program calculates and displays in tabular

form the monthly instalments and total cost of each method of finance.

The four programs in the **Moneyplus** series are designed for 8 to 12-year-olds, and provide a range of situations involving practice with money. "Money Target" is a game involving strategy and skill in money calculations. "Can You Make It?" offers practice with amounts of money which have to be made using the least number of coins set by players at the start of the game. "Market Stall" involves pricing goods and maximizing profits, and "Research Trail" requires students to spend a grant on visiting places of interest, the object being to gain study points by maximizing the number of visits subject to time and money constraints.



Wordbanks

Prompt (BBC B). Disk-based but cassette version available. Facility for utilizing Concept keyboard.

Brainware Educational Software, 15 Oakford Close, North Molton, South Devon, Devon EX36 3HF.
Under licence to authorities from MEP. About £2 - is cost of disk.

Prompt is a simplified wordprocessor allowing text to be composed using the Qwerty keyboard and/or a Concept keyboard. As a special educational needs teacher I have used **Prompt** with children aged from five to 11 and have found it to be a highly motivating, versatile tool.

My main interest in the program has been its potential for supporting children with special educational needs: enabling them to distinguish between their problems with handwriting or spelling and their ability as writers; opening up previously inaccessible areas of mainstream curriculum; and in reinforcing teaching to limited objectives in basic skills areas.

Text can be entered and each page (12 lines of 37 characters) edited using delete, shift and cursor keys. Pages can be printed out singly or saved on disk/tape, and recalled for later editing. Schools which do not have a

printer can store texts on disk/tape for print out at a Teachers' Centre.

Prompt can be used to write books using the children's spoken language. The teacher and group of children share ideas for a story. Once the story line is established, the teacher, or older/more able pupil, types in the story as it is told by the group. The story is edited, printed out, and illustrations are shared among the group.

Pictures and text are collated into book form and photocopied for each child to take home and read with/to as many people as possible. Extra copies form an interesting addition to the children's library. If these are used by other children in topic work the authors know that they are writing for a real audience and that what they have to say is of value.

Using a Concept keyboard with **Prompt** enables the teacher to create wordbanks of up to 32 words or characters. Obviously this has potential for work with infants, or older children who have problems with the Qwerty keyboard. It is particularly valuable where children can cope with concepts but have problems recording their ideas. After observation of frogs and tadpoles in a local pond a group of first-year juniors who needed help to read and write about the topic were given activities on sequencing the life cycle of the frog. As a final activity the

children used a **Prompt** overlay, incorporating 32 of the 35 words in their read-together booklet, to compose their own text for the rest of the class.

Wordbanks can be made for Maths, Science, Humanities topics to give independence to the children for whom the mechanics of handwriting and spelling present problems.

The wordbank also provides a motivating way of reinforcing teaching to target objectives. A language experience approach was used to teach a second-year junior 40 words from his interests and spoken vocabulary. A "Breakthrough" project folder containing his words was used to make little books which were read daily to teachers and parents. As another reinforcement a **Prompt** overlay of 32 of the words was used to create a continuous piece of text without the cue words of the earlier little books.

Similar activities can be used with the key vocabulary from reading schemes as different in approach as OUP, "Fuzzbuzz" and Arnold Wheaton "Story Chest".

Yvonne McLeod
MEP Special Needs Software have recently produced a modified, disk-based version called **Prompt-2**, with facilities for different printers, enlarged print, overlays of 1-64 blocks and an "Overlay Editor" for teachers.

Beat the clock

Time Trucker

ASK

Time version (Electron and BBC B) £9.95 incl VAT

Disk (BBC B) £11.50 incl VAT.

Time Trucker is supposed to "turn time telling into a challenging and rewarding game". You are a truck driver, collecting fresh fruit and veg from a random selection of 14 farms in batches of up to six loads at a time, and then delivering it back to the depot.

You have to work against the clock, and at more difficult levels of the game, the farms are only open for short periods. The program provides a choice of three maps. One is printed in the accompanying booklet, with numbers for the farms and a key.

The other two (one with roadblocks) have to be worked out from small sections of map which appear on the screen as you drive. Some children found it unnatural and frustrating not to be able to see the whole map, others responded to the challenge of building it up themselves.

At the easiest level, you have to collect as many orders as possible in eight hours (the clock ticks round pretty fast in **Time Trucker**). Six farms are open at one time. When you get to one you have to read the time off an analogue clock, enter it on a 12-hour digital clock; other levels of the game use a 24-hour digital clock.

At the second level, the selected farms (most unrealistically) are only open for 30 minutes or so in the day. A third game asks the trucker to collect as many orders as possible in four two-hour periods. The program allows plenty of time for planning: clocks are stopped at the beginning until you start driving, and while collecting goods from a farm.

Time Trucker is billed as suitable for eight to 14-year-olds. Ten and 11-year-olds in a primary school found it reasonably enjoyable and challenging, once they'd got the hang of the controls (joystick or the conventional BBC game keys for right, left, up and down).

There's no doubt that the game gives practice at relating analogue and digital clocks, and demands planning, planning and mapping. But it's one of many competent programs designed to make primary work that can often be routine and dull a bit more interesting, and it is unlikely to arouse anything more than dogged perseverance and mild competitiveness.

Bob Doe
Virginia Makins

Facing unemployment

Jean Sargeant on what broadcasters can offer the unemployed

Television producers have little personal experience of unemployment. The unemployed are "them" not "us". For that reason and for others there is much that broadcasters just don't know.

Should programmes address the general audience about the causes of unemployment? Should broadcasters address the unemployed as a separate target group? Do producers (or do we) know what the unemployed want from broadcasting? If anything? Should the unemployed be treated as a "club" up chaps. It's not your fault? Or should the programmes tell "them" how to increase their employability by grasping at educational and training opportunities. Examples of these and other approaches abound.

Certainly, there are viewers and listeners who pounce on the off switch as soon as the potential doom and gloom of "unemployment" strikes the airwaves. However, programming about unemployment does not have to be boring, or condescending, as *Boys from the Blackstuff* so brilliantly illustrated. Indeed, if, as seems likely, the images of unemployment as presented in broadcasting are influential in helping to set the general public's agenda for debate do the broadcasters do enough? What is their responsibility and, given the modest amount of research done in this area, how do they, or we, know how to fulfil it?

Regardless, however, of what we know, or think we know, education broadcasters have marked unemployment as an educational priority. Of course, they often complain that unlike their general programming colleagues, they are constrained by comparatively small budgets (which do not necessarily make for bad programming) but nonetheless they have been able to make a sustained contribution to what is clearly an area of national priority.

Shells Innes, BBC's Controller of Education, has frequently said that unemployment is a key area which will continue to figure largely in the corporation's future programme plans. Independent Television too, not content to rest on its unemployment laurels, also has plans for a major series, made by Central, for summer 1986. The purpose of this series will be to examine the present alternatives to long term unemployment.

Some of the more interesting initiatives concerning unemployment have not been principally on television but on radio, where social action broadcasting as a genre has firmly taken root. Typical here are the *Job Spots* often made in conjunction with the



Yvonne Hughes in "Boys from the Blackstuff".

local Careers Service or Job Centre. Radio Wymen's *Jobspot* and BBC Radio Clwyd's *Job Shop* are examples.

Sometimes the unemployed (particularly the young unemployed) have actually offered themselves for employment in the course of the programme. Sometimes, too, such programmes are backed up by supporting programme activity: an information pack, even an advice service. Such a service may be offered by outside agencies such as Community Service Volunteers through Media Projects such as "Clyde Action", BBC "Contact Wales", and Thames TV's "Help!" team (who, incidentally, produced a massive 60-page *Guide to Joblessness*). Many of the staff providing support through CSV are themselves drawn from the ranks of the unemployed and are there courtesy of the Manpower Services Commission's Community Programme.

Local radio is particularly able to reflect the regional variations of the labour market. In television, the opportunities for local or regional programming are more limited; though ITV, with its federal structure,

is theoretically advantaged. There have been, therefore, several examples of local ITV programmes, in addition to regional news items, for and about the unemployed. Scottish Television's *Positively Unemployed*, though not new, is particularly noteworthy in that, by featuring various self help schemes, it tried to give the unemployed themselves a voice. Sadly though, as a glance at the Volunteer Centre's Directory of Social Action Programmes will show, independent television's purely regional provision - with honourable exceptions - hasn't lived up fully to its federal potential, in respect of the unemployed at any rate.

Network TV and radio programmes about unemployment were, until recently, principally concerned with youth. This age group is still prominently covered by series such as BBC Radio's recent *Using Unemployment* which looked at how to make active use of leisure and community work in order to learn new skills. Meanwhile, BBC Television's *Inside YTS* looked critically at that scheme and offered a guide to tutors. YTV's *School's Out* prepared school leavers for a world where work is difficult to come

by and training and retraining are essential.

A recent welcome development has been to move away from this exclusive focus on the young. Granada's *Job-watch* explored adult training and retraining opportunities. HTV's forthcoming series on *Working Alternatives* will look at the future of work including community and self generated alternatives to long term unemployment. Channel 4, too, has already built up a strong tradition of employment, and self employment, programming. It will, for example, shortly offer *I Could Do That* for young entrepreneurs and will also look at adults starting a new business in the forthcoming *Bob and Roy*.

The BBC for its part has already asked *Will Tomorrow Work?* and Brian Redhead's *Workforce* has struck a positive note in reporting on, and assessing the significance of, schemes to help the unemployed including those in such older manufacturing industries as have managed to bounce back.

Meanwhile, as if to remind us of the BBC's sustained commitment to innovative approaches to unemployment, Radio 1's *Action Special* campaign, run in association with the MSC and offering information about job hunting, welfare benefits and training, have just had their fifth birthday.

Broadcasts about unemployment, like unemployment itself, are far from new. Way back in the 1930s Depression, the BBC initiated an unemployment information service called *Question Time*. The National Council of Voluntary Service dealt with all correspondence. Fifty years later how much has changed? Perhaps the time has come for broadcasters and those who work with them to rethink their role and their responsibilities. We know very little about how broadcasting relates to unemployment. Goodwill and intuition may not be enough.

briefings

Continuing education and general interest

WRITE NOW!
(Sunday, 18.20 BBC1)
"Apply in Writing" is more important than it appears. Whatever the job, presentation and spelling are paramount.

SMALL WORLD
(Monday, 22.00 C4)
A look at four cultural and linguistic minorities in different parts of the world. This week the programme concentrates on the Cree Indians of North Canada.

BRAINWAVES
(Tuesday, 20.30 R4)
Margaret Percy investigates the opportunities available for aspiring university and college candidates who have not yet found places.

THE INTERVIEW GAME
(Wednesday, 17.35 BBC2)
How can interviewers and interviewees get and give the best information? This programme offers practical advice.

WHERE DO WE GO FROM HERE?
(Wednesday, 18.50 C4)
John Taylor takes a look at the track record of the government's Youth Training Scheme and finds out what options are open to the thousands of young people unable to find work.

THE PEOPLE'S SCHOOLS
(Thursday, 23.10 approx. BBC1)
How far do 19th-century ideas on mass education still influence schools today?

WITH A LITTLE HELP FROM THE CHIP
(Friday, 19.35 BBC2)
This programme shows how microtechnology can stimulate mentally handicapped children to write, deaf children to learn grammar and blind children to learn Braille.

4 Times Available For Recording From Sunday 8th September 1985	
Approximate Transmission Times	
Sunday 8th September	Friday 13th September
5.15pm Multinationals: The Global View Fee Code D	7.30pm Right to Reply Fee Code A
Tuesday 10th September	8.15pm A Week in Politics Fee Code B
5.30pm Applying We Can Do - Series II: There's A Micro In That - Repeats Fee Code B	Saturday 14th September
Wednesday 11th September	1.05pm I Could Do That: Selling - Repeats Fee Code B
6.30pm Where Do We Go From Here? Fee Code B	For more information contact: GUILD LONDON 8 Rye Road, Peterborough PE1 8YB (0783) 518151
8.05pm The World - A TV History: Industry & Employment 1914-19 Fee Code E	Late Changes (0783) 312182

Mirror images

Macman's Magic Mirror
Sincclair/Macmillan Software
£7.95

Flight simulators allow you to take off in a multi-million dollar space shuttle or aircraft. **Macman**, "the canny Scot" reverses the principle. He entices you to spend pounds on a program that simulates a mirror costing a few pence. For all that, however, it is a canny attempt at giving almost direct experience of mirror reversal, symmetry and elementary geometry. The screen is bisected by the mirror and a pattern is created in one half by a series of pegs dotted about a grid. The task is to direct **Macman**, using the cursor buttons, to recreate a mirror image of the pattern on the other half of the screen. When a simple pattern of pegs has been mastered, the program moves on to offer a simple picture object. The reverse of this then has to be assembled from the various bits offered in the mirror section.

An abstract pattern provides a further level of challenge as does the removal of the underlying grid. There is a choice of time limits but the longest



is not long enough for beginners.

There is a most instructive and helpful booklet to accompany **Macman**. With its section headed "Parents - things you need to know" it is obviously aimed at the home: rather than the school but that is a matter of marketing. There is nothing in the booklet or the program that would justify such a distinction.

Among the target age group (four to eight) it proved to be something of an acquired taste, requiring some persistence at the early stages when a no time limit would have been less dis-

couraging. The estimable Dr Edith Biggs is credited as one of the educational consultants on this program, which may account for the enlightened booklet. "Mathematics is best learned," it says, "by means of problem solving activities (their 'little' often using materials)." Like mirrors, one is tempted to add, but it seems likely that this program is an improvement over direct experience with mirrors at this early stage. The principles are simplified and removed from the complexities of reality and the vagaries of experimentation.

A useful "help" button adds to the independence of the learner but **Macman** is a clear demonstration that computers so far are just another tool for the teacher and not a replacement. It provides a number of well-ordered cognitive experiences, but in order to make sense of these and consolidate the concepts involved, the child needs to verbalize the concepts in his own words. And for that they need their grasp of that language challenged and extended by adult questioning and discussion.

Bob Doe
Virginia Makins

Creative energy

CHILDREN'S TELEVISION

Young Animators 1985
BBC2 Wednesday, September 4

Most of the entrants in this year's competition, sponsored jointly by the BBC, the United Nations and the International Association of Film Animators (ASIFA), seemed more or less to have ignored their brief. Asked, on the 40th anniversary of the Hiroshima bombing to "produce an animation which would encourage an awareness of man's creative energy and discourage its further abuse", most seemed to be more interested in the abuse than its discouragement. If the short clips on Wednesday's programme were anything to go by.

That's not to say that the standards of work weren't promising. Apart from one called *Electric Palace*, a tribute to the movies much influenced by Terry Gilliam, and *Train of Thought* (exploding T-shirt designs - abstract and completely irrelevant), most entrants stuck to gloom and doom, managing a highly competent level of pessimism. Best of these, *Iron Lady* showed a Meccano Mrs T stomping on toy soldiers, forcing them into motion, riding along model railway tracks and generally being unpleasant. All this in expressionist blue against a clanking sound-track with the real

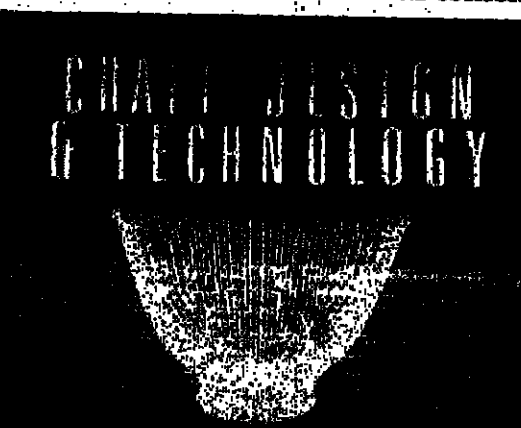
voice of the Iron Lady herself. Second prize went to American William Kopp, whose highly professional *Observational Hazard* set out to be a "sarcastic libel at TV and the way it portrays sex and violence". It turned out to be a demonic boxing match, with characters melting and reforming in an orgy of violence.

Deserving first prize winner, Robin Howlett of Kingston Polytechnic seemed to be one of the few entrants interested in optimistic imagery. His *Islands*, for which he wrote and performed the music, is a gentle, colourful evocation of a world with no technology. Along comes a pencil. Experimenting with its use as battering ram, the figures inhabiting the island discover they can create with it. Even better, when they plant it, it grows into a pencil tree, with lots of little pencils growing on it. Pull back to reveal that the world is full of islands, all with their own pencil trees, all busily creative. Simple, beautifully executed and (mercifully) original.

For sheer vitality, I'd have awarded a small prize to the Hungarian entry, which shows a pair of hands. A single finger moves, tentatively. It plays a note. Other fingers join in. Soon, the hands are playing an impossibly complex Hungarian boogie woogie.

Nick Baker

INDEPENDENT TELEVISION FOR SCHOOLS AND COLLEGES



The Thames Television 5-year *Craft, Design & Technology* series is now in its fourth year.

Year 4 develops the themes of previous years, taking into account the older age group and their commitment to the subject. The ten new programmes bring designers, craftsmen and artists into a lively studio magazine format, and look at current developments in industry as well as examples of excellence in students' work.

A repeat showing of the Year 3 programmes will alternate with Year 4 during the Autumn term 1985.

The series is supported by a teacher's booklet, price £1.50, available from your local ITV Education Office and a pupils' textbook, *Introducing Craft Design & Technology* (Thames/Hutchinson) price £3.50.

For further information on the series and the accompanying books, contact The Education Office, Thames Television Ltd, 149 Tottenham Court Road, London W1P 9LJ, or the Education Office of your local ITV company.

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

CHISHALE (JMI) SCHOOL
Chishale Road,
(Old Ford Road), E3 5QY.

Vacant 1 January 1986. Roll 201 plus 30 ft nursery. Burnham group 4 plus Inner London allowance.

DRAYTON PARK (JMI) SCHOOL
Drayton Park,
(Holloway Road, Highbury), N5 1PJ.

Vacant now. Roll 180 plus 21 ft and 5 pt nursery. Burnham group 4 plus Inner London allowance.

HARBINGER (JMI) SCHOOL
Cahir Street,
(West Ferry Road, Millwall), E14 8QP.

Vacant 1 January 1986. Roll 125 plus 25 ft nursery. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

HIGHBURY QUADRANT JMI SCHOOL
Highbury New Park, N5 2DP.

Vacant now. Roll 356 plus 40 ft and 17 pt nursery. Burnham group 6 plus Inner London allowance.

MONTBELLE JMI SCHOOL
Montbelle Road,
(Green Lane, Sidecup Road, New Eltham), SE9 3NY.

Vacant now. Roll 320. Burnham group 5 plus Inner London allowance.

MORELAND JMI SCHOOL
Moreland Street,
Goswell Road, EC1V 8BB.

Vacant 1 January 1986. Roll 242 plus 50 ft nursery. Burnham group 5 plus Inner London allowance.

MULGRAVE I SCHOOL
Rectory Place,
(Wellington Street), SE18 5DA.

Vacant now. Roll 162. Burnham group 3 plus Inner London allowance.

PETERBOROUGH JMI SCHOOL
Clancarty Road,
SW6 3AA.

Vacant now. Roll 183 plus 12 ft and 26 pt nursery. Burnham group 4 plus Inner London allowance.

RAVENSTONE (JMI) SCHOOL
Ravenstone Street,
(Batham High Road), SW12.

Vacant now. Roll 136. Burnham group 3 plus Inner London allowance.

RIVERSDALE SCHOOL
302a Merion Road,
(Wandsworth), SW16.

Vacant now. Roll 200. Burnham group 4 plus Inner London allowance.

SANDHURST JMI SCHOOL
Sandhurst Road,
SE8 1NW.

Vacant now. Roll 240. Burnham group 5 plus Inner London allowance.

SHERINGDALE JMI SCHOOL
Stenden Road,
(Southfields), SW18.

Vacant now. Roll 212. Burnham group 4 plus Inner London allowance.

SMALLWOOD I SCHOOL
Smallwood Road,
(Garrett Lane, Tooting), SW17.

Vacant now. Roll 142 plus 70 pt nursery. Burnham group 4 plus Inner London allowance.

Please send foolscap a.s.e. for application form and further details to Education Officer EC/TS10, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 20 September.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

PRIMARY HEADSHIPS

continued

CAMBRIDGESHIRE

(Equal Opportunity Employer)

Huntingdon Area

THORNDOWN INFANTS SCHOOL

Hill Rise, Hill Rise, Huntingdon, Cambs.

Applications are invited for the headship of this Group 3 Infant School from January 1986.

Application forms and further details from the Senior Area Education Officer, Huntingdon, Cambs. (SAE please send foolscap a.s.e. for application form and further details to Education Officer EC/TS10, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 20 September.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

CUMBERIA COUNTY COUNCIL
LONGDALE C.E. (AIDED)
Longdale, Ambleside, Lancs.
A 29.12.85 n.o.r. 40 mixed 4-11. Headteacher required from January 1986 for this Group One School. A committed member of the Church of England preferred.
Application forms and further particulars available from and returnable to the Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow in Furness by 30 September 1985. (S.A.E. please send foolscap a.s.e. for application form and further details to Education Officer EC/TS10, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 20 September.)

DEVON
Please see displayed advertisement on Page 91. (16134) 110010

HEADTEACHERS

Required January or Easter 1986

ARDLEIGH, ST MARY'S C of E (Controlled) PRIMARY SCHOOL (GROUP 2)
Colchester Road, Ardleigh, Colchester.

LITTLE OAKLEY C of E (Controlled) INFANTS SCHOOL (GROUP 1)
Rectory Road, LT. Oakley, Harwich.

TENDRING COUNTY PRIMARY SCHOOL (GROUP 3)
Main Road, Tendring, Clacton-on-Sea.

RETTENDON COUNTY PRIMARY SCHOOL (GROUP 3)
Southend Road, Rettendon Common, Chelmsford.

GT. WALTHAM C of E (Controlled) PRIMARY SCHOOL (GROUP 3)
Gt. Waltham, Chelmsford.

FORD END C of E (Controlled) PRIMARY SCHOOL (GROUP 1)
Main Road, Ford End, Chelmsford.

HUTTON COUNTY PRIMARY SCHOOL (GROUP 5 + LFA £264 pa)
Brookfield Close, Hutton, Brentwood

COOPERSALE AND THEYDON GARNON C of E (Controlled) PRIMARY SCHOOL (GROUP 2 + LFA £264pa)
Brickfields Lane, Coopersale Common, Epping.

HIGH ONGAR COUNTY PRIMARY SCHOOL (GROUP 1 + LFA £264pa)
High Ongar.

WITHAM, POWERS HALL COUNTY INFANTS SCHOOL (GROUP 5)
Spa Road, Witham.

WINTER GARDENS COUNTY INFANT SCHOOL (GROUP 4 + SPA £201 pa)
Hilton Road, Canvey Island.

EDWARDS HALL COUNTY INFANT SCHOOL (GROUP 4)
Macmurdo Road, Eastwood, Leigh on Sea.

EAST TILBURY COUNTY INFANTS SCHOOL (GROUP 4 + LFA £264pa)
Princess Margaret Road, East Tilbury.

GIFFARDS COUNTY INFANTS SCHOOL (GROUP 4 + LFA £264pa)
Queen Elizabeth Drive, Corringham, Stanford-le-Hope.

Relocation allowances payable in appropriate cases

Please send foolscap a.s.e. for form and details to: County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date 27th September 1985.

Re-advertisement

Required January 1986 if possible.

WEST & SOUTH HANNINGFIELD, ST. PETER'S C of E (V. Aided) PRIMARY SCHOOL (GROUP 2)
WEST HANNINGFIELD, CHELMSFORD.

Practising communicant member of the Church of England preferred.

Relocation allowances payable in appropriate cases.

Please send foolscap a.s.e. for form and details to: Mid Essex Area Education Office, P.O. Box 399, 'A' Block, County Hall, Chelmsford, Essex CM1 1JW.

Closing date 27th September 1985.

Previous applicants will be reconsidered.

Applications are invited from suitably qualified and experienced teachers for the undermentioned posts to take effect from the 1st January 1986.

HEADSHIPS

EVERSLEY JUNIOR SCHOOL
Group 5, Number on roll 252. Chaseville Park Road, London N21 1PD.

WINCHMORE JUNIOR SCHOOL
Group 5, Number on roll 275. Highfield Road, London N21 3HE.

EXTRA

TRAVEL-NEW HORIZONS



Canoeing in such untouched landscapes is an utterly absorbing therapy.

The splash of a paddle

Arranging a canoe touring holiday in Sweden's lake district couldn't be easier reports David Wickers

Imagine a lake on the scale of, say, Cumbria's Ullswater or Windermere but with hardly a boat to ripple its surface and just an occasional, burgundy-tinted summer cottage on the shoreline, and you'll get some idea about the looks of Sweden's lake district. Multiply the lake by 6,000, from tiny to titanic, all enclosed in an ocean of forest and you have the classic Sweden of the imagination.

You could explore this watery wasteland by car but, since there are barely any roads, and given that most of the lakes are connected by languorously moving rivers, the best and often only way to travel is by canoe. Forget the sporty, kayak-style boats that you occasionally see in Britain being driven perilously through Mergers of froth and foam. In Sweden, the most commonly found canoes are the Canadian type, used by the American fur traders and by Red-Indians in real life and all good B-movies.

Arranging a canoe touring holiday couldn't be easier, particularly in the province of Varmland, close to the border with Norway, which contains the highest density of lakes in Europe. There are several Kanot centres dotted around the lakes ranging in scale and type of operation from the lakeside canoeists with a fleet of a dozen or so, to fully equipped specialist centres where you can hire not only canoes but everything needed for a self-sufficient camping expedition in this remarkable wilderness.

The Nordmarkens Kanot Centre, just outside Arjang, is one of the latter, established some 20 years ago exclusively for canoeists by Preben Mortensen, his wife Gun and son Kim. Nordmarkens is not only a source of equipment (there are some 200 canoes plus a full range of quality camping gear) but a highly professional link with the outdoors, fully tuned into the needs of the surrounding lakes and forests as well as its clients, and an ideal choice for anyone wanting an introduction to wilderness protection and survival as well as its enjoyment.

Proben, a Papa Hemingway look-alike and as tough as a piece of Moose jerky, is a man at one with the outdoors and a fount of home-spun, ecologically-virtuous philosophies. On first glance Varmland is simply a world of water and trees. Spend a night out "in the bush" with Proben and you'll find there's a great deal more to his wilderness back garden than that. Take the trees. There are aspens,

woodcraft we left the fire banked up with a pile of shimmering logs and set off in the ten-at-night light of midsummer to look for beavers. After already noticing scores of felled trees and the ground strewn with a litter of wolf droppings, it came as no surprise to learn that here is home to Europe's highest density of beavers.

The experience - the sightings as well as the haunting atmosphere - was magnificent. The sun had set, leaving a sky of orange and violet streaks to the west and a thin wispy mist had already settled on the cold pebbly waters of the lake. With the need for utter silence and imperceptible movement through the water, even droplets of water running down the blade of the paddle, blanching the lake's mirror surface, sounded like a thunderclap, while the red beads and lilies passing beneath the aluminium hull felt like an eerie caress by the fingers of some aquatic ghoul. Suddenly, a delta wake crossed our bows, a tiny head at its apex - the first of our several beavers. He dived, smacking the water with his broad, board of a tail as a warning to the rest of the wilderness.

Just from the Nordmarkens centre the canoeing potential is enormous. You can paddle some 1,500 kilometres without having to cross the same lake twice, enough to keep the average novice paddling at a five kph potter pace for a couple of months. From the outskirts of the nearby town of Arvika Ralf Hedlund runs a canoe centre which puts a rather different stamp on the activity to Preben Mortensen. Here the emphasis is not on the survival-in-the-woods style of touring but a more *laissez faire*, all-round holiday experience, epitomised by the jolly, enthusiastic personality of Ralf, the antithesis of the brooding Swede.

Flexibility is the keynote. You can, for example, simply choose one of a number of one or two week packages and, after collecting all the necessary gear (food supplies, camping gear, detailed map, and route description

which includes suggested overnight camping spots on the banks or on tiny islands - some of which come ready equipped with lean-to shelters, a toilet, garbage disposal and logs for burning), Ralf or one of his team will drive you and canoe up to the starting point and wave goodbye. "You won't get lost", Ralf reassures us, "just follow the water". And, it must be said, occasionally take your canoe out of the water to get round such tricky obstacles as white water rapids, sawmills or dams, a task known as the *poring*, a legacy of the workaday language of the French-Canadian fur traders. In most Varmland cases the portage can be done using a pair of wheels which are as much a part of the basic canoe equipment as paddles and lifejackets.

We followed part of a week-long 100-kilometre route that was originally used by Bronze Age people 2,500-3,000 years ago, linking settlements to one another and the world beyond - there are rock carvings of people paddling their dug outs to prove it. Later the route was used as a highway for timber and last year as a summer holiday itinerary for King Carl XVI Gustav who paddled his own canoe, putting the All Men's Right to the regal test.

The Arvika Centre will also provide a guide/instructor for small groups, especially school parties who find canoe touring an ideal means of introducing teenagers to the great outdoors. In addition to the 100 rental canoes the centre, which is housed in brand new buildings, has a swimming pool, a tennis court, a sauna, a tent holiday for King Carl XVI Gustav who paddled his own canoe, putting the All Men's Right to the regal test.

Further information on both the Nordmarkens and Arvika centres can be obtained from a leaflet on canoe holidays published by the Swedish National Tourist Office, 3 Cork Street, London W1X 1JA, tel 01-437 5818. The season starts from the beginning of May; on the beginning of October and a week's holiday will cost around £100 including canoe, paddles and a lifejacket hire, food and all the necessary camping gear, but excluding travel from Britain. DFDS have regular sailings to Gothenburg, Scandinavia's largest port, which lies a three-hour drive or train ride from the heart of the lake district (though the city itself, with its leafy parks, canals, boulevards, museums, shops and good fish restaurants, is well worth an extra day).

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First time in Tokyo

Awesome language barrier notwithstanding, Gillian Thomas samples the Japanese way of life

On the 70-minute coach ride from Narita Airport into Tokyo, Japan surprised me by seeming remarkably unforeign. We were driving on the left, the countryside was only a little lusher than at home and it was raining.

However, our driver was immaculately uniformed with gleaming white gloves and peaked cap. Furthermore, we had left at precisely the time stated on my computer-printed ticket.

Looking back, my 16-hour British Airways flight from London had provided many introductory clues. I had quickly exchanged umpteen visiting cards, the custom being as automatic as shaking hands. Hot, damp finger towels preceded meals. I ate sushi (rectangles of raw fish and rice) with short, disposable chop sticks and tasted weak green tea.

Having removed their shoes, my Japanese neighbours, all neatly and soberly dressed, soon nodded off. Trained as babies on their mothers' backs, I found they could sleep upright any time, anywhere - especially on the Tokyo Underground, waking precisely at their station.

As for removing shoes, I was soon to discover why the Japanese always take them off indoors. Floors are traditionally covered with rectangular straw Tatami mats, gloriously soft on the feet but easily damaged by heels and dirt. As a result I quickly adopted slip-on sandals. You must go shoeless into the Shinto and Buddhist shrines which punctuate any sightseeing. Some of the largest even boast their own shoe lockers.

In Japanese-style restaurants, too, shoes are removed and you sit on the matted floor at low tables. The only shoe alternative is to perch on a high stool at the serving bar.

By way of introduction to Tokyo, the friends with whom I was staying suggested a sightseeing tour by bike. With nose-to-bumper traffic - never mind the jet-lag - the prospect was appalling, until they explained that cyclists are permitted to use the paved

ment. If only we could adopt the same system here, especially as we have only a fraction of the number of pedestrians to negotiate!

We carefully weaved our way along the pedestrian strip which was marked off from the road by a broad white line. Soon we were in the cherry-wood grounds of the Imperial Palace. In spring a mass of pink blossom, its leafy pathways and lakeside grass are a green haven in the heart of the crowded city where not a square inch seems to have escaped development.

I was never afraid to cross the roads, with their frequent pedestrian crossings. Light-jumping is rare because drivers are deemed responsible in case of an accident. Nor did I hesitate to walk the streets alone, even at night. Muggings are virtually unheard of, not least I was told, because Japanese society still decrees that women and children should be able to go alone in safety to the public baths.

Towel and soap in hand, I too sought out the local sento one evening. It was tucked away behind a launderette and cost £1. I stripped off in a communal room partitioned off from the men's half. Looking over both, the proprietor, male, presided.

Then in the large tiled bathroom, I squatted alongside other customers at a row of low taps to scrub myself down with soap and cloth (which for hygiene's sake I had been required to buy).

After sluicing the suds off with a tiny wooden bucket, we soaked ourselves in a large bath of almost unbearably hot bubbling water. Though I was clearly just a curious outsider, my fellow bathers made me feel welcome.



The bare elegance of a traditional Japanese interior

at what was obviously a regular opportunity for them to socialize as well as wash.

Because of the awesome language barrier, Westerners can of course only experience snippets of everyday life. However, through an excellent home-visits system, I spent a very pleasant evening with a Buddhist priest and his family.

Obviously delighted at the opportunity to speak English, they offered me green tea and sweet pancake-like pastries. Then we exchanged gifts, my shortbread biscuits for their delicate paper fan. Proudly they demonstrated a sophisticated new electronic keyboard which "played" music off computer tape, but not a little apologetically showed me round the house. By Western standards, though comfortable and well-equipped, it was unimagnificently box-like, having the plain rectangular windows and sliding doors that characterize most Japanese architecture.

Most houses are built only inches away from the next, all in straight rows. With timber-frames and paper-thin walls they look incredibly flimsy, though in earthquakes they tend to shake rather than fall down.

Tokyo streets struck me as extremely tidy because, though clean, they were festooned with telephone and electricity cables overhead. Since they tend to look rather similar, with the exception of the city centre where the larger hotels, department stores and office blocks are situated, my friends' constant anxiety was that I would get

hopelessly lost.

To make matters worse, street names are indecipherable to a novice, if they exist at all, while buildings are not numbered in sequence but by age. A further complication is that maps do not necessarily print north at the top! The only solution is not to venture anywhere without a map which has place names in both Japanese and English and to have addresses written down in both as well. Then, at least, pointing and gesticulating are possible.

In emergencies I resorted to one of the many bright yellow taxis. They are relatively inexpensive (no tip necessary), as well as being air-conditioned and having white lace seat-covers and white-gloved drivers. Unfortunately I never managed to remember to leave the doors open as you are supposed to, because they close automatically.

Undoubtedly the best way of getting round Tokyo is by the underground railway network. The only real problem is deciphering its maps and remembering that doors and straps are, for Westerners, head-bumpingly low. Helpfully, station names on platforms are always accompanied by the previous and subsequent ones (and often in English too). The long, ten-coach articulated trains snake along to stop at precise points. These are marked on the platform by large yellow dots, enabling passengers to line up exactly opposite the doors. And they do!

The disciplined restraint of the Japanese is never more apparent than

in the way they cultivate their gardens, often no more than a few small plants on a balcony, but each precisely positioned and exquisitely pruned, Bonsai-style.

Department stores invariably have huge garden sections and whenever you buy a plant you get a demonstration on how to prune it. Even trees in the streets are not allowed to be "spontaneous" but are ruthlessly cut back; slaughtered, I thought!

Japanese food, which lives up to its superb reputation, is another area of potential confusion. You can tell that a restaurant is open when they hang out a "morari", a small cloth sign. In addition, red lanterns signify Yakitori food which is spicy and barbecued, puffs of smoke being a sign of quality. There are various distinct styles: Shabu-Shabu is thinly-sliced meat cooked fondue-style in water at the table; Tempura is deep fried meat and vegetables in batter; Towada are noodle dishes. Sake - rice wine served warm - is commonly drunk with meals and it is etiquette to let someone else pour for you.

Of enormous help to foreigners is the sensible custom of displaying plastic replicas of dishes, with their prices. These are so perfect, you would not know the difference. I spent a memorable afternoon in Asakusa, Tokyo's plastic food quarter where in one shop after another these unbelievably realistic replicas are on sale.

Shopping in Japan is a rare experience. In department stores, counters are amply serviced by rows of smartly-uniformed assistants, all expert in the art of exquisite wrapping-up.

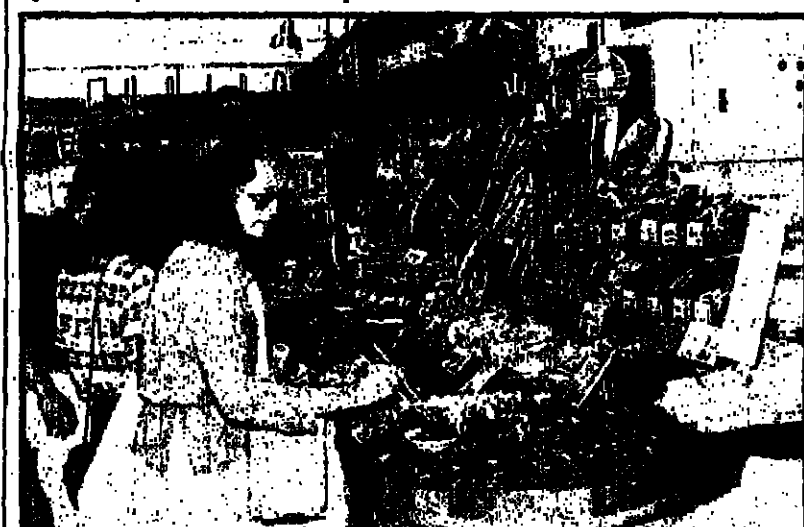
Not to be missed are the food basements where every counter offers such generous samples that it is almost possible to have a complete ambulatory meal of novel specialties.

At local shops I was intrigued to discover that fruit is sold by the basketful, vegetables by weight and that eggs come in multiples of five, even numbers being regarded as unlucky. For the same reason, ten-seis contain five of everything.

Both in shops and restaurants, money should never be passed from hand to hand, but placed either on the counter or in a small basket. Inscrutable politeness greets a foreigner's ignorance.

The longer I stayed in Tokyo, the more foreign I began to feel. Tourism, trade and their insatiable desire to speak English notwithstanding, the Japanese remain remarkably unaffected by Western ways, no matter how many visiting cards they may swap with us.

There are five British Airways flights a week from London to Tokyo over the Pole. Apex fare £748 return. Kuon seven-day packages at the Hilton Hotel from £1,028, additional nights £36. Baedeker's Japan Guide, £2.95 published by the AA. The Japan National Tourist Organization is at 187 Regent Street, London W1.



Shopping specialties in a Tokyo department store

A ticket to ride

Buy a USA Rail Pass recommends Marsha Hanlon

When I was a student in New England in the '60s, going to New York for vacation meant an uncomfortable five hour train journey. Seats were scratchy, the carriage temperature alternated between sweltering and freezing and the cuisine was a choice of unappetising sandwiches.

It was a far cry from the glamour of rail travel as presented by old Hollywood movies. Remember the elegant Nick and Nora Charles in *The Thin Man*, sipping cocktails in their private compartment? Or those happy endings where the smiling newswoman holds hands in the Pullman Car all the way to Niagara Falls?

These days the train system is called by the new-fangled name of Amtrak, but it's trying its best to recapture the comfort and even some of the pre-airplane excitement of rail travel across the US.

Although evocative names like The City of New Orleans and The California Zephyr have been retained, the entire fleet of trains has been rebuilt. On-time performance has improved significantly, and the buffet food - juicy hamburgers, Danish pastry heated through in a microwave, drinkable coffee - puts British Rail to shame.

See America at sea-level, advertises Amtrak. Indeed, for viewing the sights rather than the clouds, the train offers far more than the plane. Further, that trek from airport to city centre is eliminated by the downtown setting of most railway stations.

And what stations! Some are cavernous, marble-pillared halls which recall the railways' grand old days. Others are modern and efficient. A few small-town stations look much the same as when they first replaced the stage coach stop. To top off the image, major stations have reintroduced Red Caps. Those uniformed attendants of movie memory once again provide free help with luggage.

Trains aren't the cheapest mode of transport. Greyhound or Trailways buses are more economical if much less spacious. A rented car gives greater flexibility, though you can't meet the locals while enclosed in a Chevrolet. Amtrak's bargain alternative is the USA Rail Pass, available only to non-Americans.

Although unlimited-stopover Rail passes must be bought before leaving Britain, tickets to specific destinations are issued in the US, so choices can be spur-of-the-moment (except at peak times). The only decision to be made

on this side of the Atlantic is whether to get a National Rail Pass for all 475 cities and towns (14 days for \$375, 21 days for \$450, 30 days for \$525) or to opt for a Regional Pass.

For example, 14 days in the North-east, which encompasses Montreal and Virginia, is just \$125. This route includes the journey between New York and Boston, featuring a spectacular seaside view through Connecticut. Philadelphia and Washington are among other cities in the region, with Niagara Falls and Northern New England towns providing scenic destinations.

Or, for \$215, you can explore the entire Eastern third of the US, down to Florida and across to New Orleans. The Western Regional Pass will take you from Chicago or New Orleans to Texas and the California coast (14 days for \$225). Not only can you visit Disneyland, but you can get there via the Rocky Mountains or the Grand Canyon. Rail Passes are half-price for children under 12 and under-tens travel free.

For a first visit to the US, especially if time is limited, flying to one or two cities is probably a wiser choice. A whole day spent looking at corn fields can be frustrating if you're anxiously awaiting your first glimpse of Hollywood.

But spending a few days in New York and a few more in Los Angeles isn't seeing America. For that you have to travel to New England, the Midwest, the South: those places where most New Yorkers and Los

Angelenos actually come from. Travelling at ground level also gives a sense of America's vastness. I remember a three-day trip across the continent which was punctuated each afternoon by the announcement that we'd entered another time zone so we should set our watches back an hour.

Among other advantages of Amtrak are wide airplane-style seats, without seatbelts but with fold-down trays for snack-bar food. There are also dining cars and lounge bars on most trains. On some long-distance journeys there are dome cars with vista windows for watching the scenery go by. Private sleeping accommodation is available at extra cost.

Amtrak trains are clean, have controlled temperature and provide clear announcements of what the next station will be. Conductors are sometimes so friendly that they might have been hired from central casting.

Some of my enthusiasm for Amtrak may stem from my reluctance to fly. I'm grateful for the option to keep my feet close to the ground. And, despite having been a regular commuter on BR's Southern Region, I remain convinced that rail journeys are romantic, even without my quirky prejudices, though I'm sure I'd still recommend Amtrak trains for their comfort, convenience, scenery and scope.

Some approximate journey times and distances from New York: to Boston 4 1/2 hours (230 miles); to Washington 3 1/2 hours (220 miles); to Montreal 3 1/2 hours (377 miles); to Chicago 20 hours (900 miles). From

Chicago to New Orleans 18 hours (925 miles), to Dallas 20 hours (990 miles).

The following UK travel agents sell USA Rail Passes. Some also arrange packages which include hotel accommodation and sightseeing in conjunction with Amtrak journeys: Albany Travel, 190 Deansgate, Manchester M3 3WD; American Express Europe Ltd, 1920 Brompton St, London W1P 3DD; Jelskovic Travel Ltd, Sussex House, London Rd, East Grinstead, W Sussex RH19 1UD; Thomas Cook Ltd, PO Box 38, Thorpe Wood, Peterborough PE3 6SB; Thistle Air, 22 Bank St, Kilmarnock, Ayrshire.

JFK Express

For six dollars, the JFK Express between Kennedy Airport and Manhattan, a 45-minute journey, is both a bargain and a way of sampling New York's notorious subway system.

There are various differences compared with the London Underground but a coach from the airport terminal (every 20 minutes and free) to the subway station.

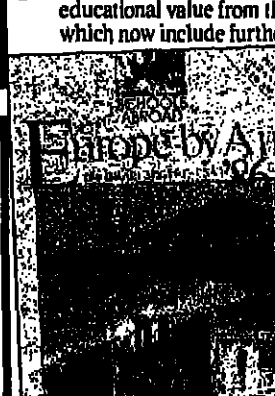
My ride from the British Airways one took 15 minutes, going some way out of the Airport, eventually to the far end of an enormous car-park. From there the Express runs at least every 20 minutes and you pay on board.

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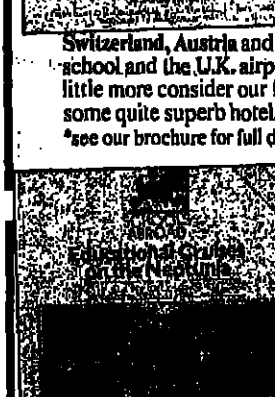
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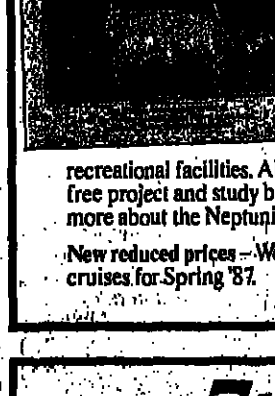
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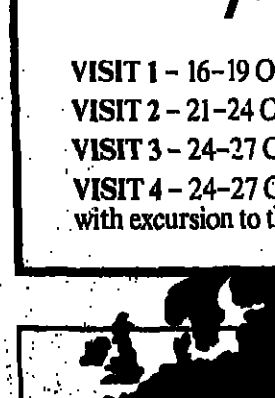
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If anyone has found an island, then the owners of the Delaware Inn, a luxury resort hotel a couple of hours' drive north of Toronto, would like to know. They have lost one.

If that statement sounds a trifle ludicrous in Britain, it is much easier to believe in Canada. That giant of a country is said to contain a million lakes - give or take a few thousand. There must be a similar number of islands, although nobody can be sure because nobody has counted.

Suffice to say that in just one of those lakes - in fact one of the Great Lakes, Lake Huron - the sheltered Georgian Bay area is known locally as "The Bay of 30,000 Islands". Experts believe that, if you count all the islets and rocks in the Georgian Bay area, carved out by the glaciers of the last ice age, the total is closer to 90,000. In such surroundings, "losing" an island is not quite so careless as it sounds.

Visitors to Ontario - a province so vast that it could swallow the British Isles without even noticing it, and still leave room for a fair-sized chunk of Western Europe - are apt to dismiss it as consisting of a few modern cities like Toronto, the arrival gateway for the majority of British holidaymakers to Canada, plus endless stretches of farmland and forest. The locals know better. Ontario is dotted with resort areas which are still almost unknown in Britain, and an extraordinarily varied range of tourist attractions.

One such resort is lovely Honey Harbour, on the lakeside in Georgian Bay amid a setting of blue water, and boats, and fishing, and water sports - and not a few islands.

The principal - in fact the only - hotel in Honey Harbour is the Delaware Inn, owned and built up over the years by the Grise family. It is manager Peter Grise who, a trifle shamefacedly, confesses to having lost an island.

"It is out there somewhere," says Peter Grise, pointing at the lake. "It is called Otley Island. We know we own it. In fact we even pay taxes on it. But now we want to sell it and we can't find it."



Toronto, the arrival gateway for the majority of British visitors to Ontario

Wide, wild and welcoming

Robin Mead on Ontario's many and varied attractions

It... when you get out there in a boat all the islands look alike."

The Delaware Inn gets its name from a local Indian chief. Huron Indians have lived in and around Honey Harbour for the past 2,500 years: there are a couple of reservations very close to the hotel, and visitors who want to go out boating or fishing on the lake may still find themselves allocated an Indian guide.

In autumn, these guides are especially in demand as anglers from the hotel go in search of the giant freshwater game fish, the "muskie" - which can weigh in at 60lb and is guaranteed to put up a tremendous fight.

But, when they were not busy feeding themselves, the Huron Indians of old had a happy tradition of hospitality - which means that the Delaware Inn is aptly named. And it is not all

outdoor sports and other hairy-chested activities: the Delaware Inn has good beaches (ideal for Ontario's long, hot summers), modern cabin-style accommodation for 350 guests, good tennis courts and other sporting facilities, and some very lively nightly entertainment.

In fact, it presents something of a contrast with its neighbouring attraction, a little further north of Toronto. This is the 3,000 square mile nature reserve of Algonquin Park, with its resident population of moose, black bears, wolves, and a myriad of other smaller animals and birds.

The Algonquin Park has its own speciality when it comes to evening entertainment. There is something exciting about the fact that you can go out on a "wolf howl".

Wolves are the most elusive of the park's four-legged inhabitants. But naturalists have learned that, while the adult wolves are out hunting, the cubs can be persuaded to give the game away as to their whereabouts by responding to what they think is the howl of the adults.

A human howl, a bugle, or even an operatic aria played on a hi-fi, is sufficient to start them off, says park curator Dan Strickland. And, as even the cubs' howls carry for four miles, it is then easy to follow the sound and find out where they are. We have "wolf howls" every Tuesday and Wednesday evening in summer, and as we can usually get to within a few hundred yards of the pack, this is the high-spot of many people's visit to the Algonquin Park.

Moose are also popular. Because nature has been allowed to take its course in the park, the balance has changed since it was established in the 19th century. Deer and moose, apparently, do not mix - but many of the deer who were there at the park's foundation have moved out, and the moose have moved in. The Algonquin Park is now the best place in eastern North America to see moose in the wild.

There are two hotels within the park's boundaries: the rustic Killarney Lodge, and the Arrowhead Pines. Although it is a bit more off the beaten track than its rival, the Arrowhead Pines manages to combine the "feel" of the wild with a much more marked degree of luxury - including excellent accommodation, and some of the finest food in Canada.

But perhaps resort hotels, and even the Algonquin Park (where hikers and canoeists, as well as nature lovers, will

without mechanical aids, dress in black, and even drive around in horse-drawn buggies. They don't make up the majority of the population, but four out of every five of the region's farmers are Mennonites - and one of the sights of Southern Ontario is to watch them at the early Saturday morning Farmers' Market, in Waterloo, while one can learn much of their past and traditions at their Museum in the Meeting Place.

The Mennonites, it is only fair to add, do not appreciate having become something of a tourist attraction. They are hard to speak to or get to know; even harder to photograph. But their way of life does present a stark contrast to the more usual attractions of Ontario, such as the bustle of rapidly growing Toronto and the breathtaking wonder of Niagara Falls.

This, however, is the 20th century, and Ontario's pride is that very 20th century city: Toronto. Most visits to the province start and end there - and attractions like the CN Tower (the world's tallest free-standing structure), the entertainment complex of

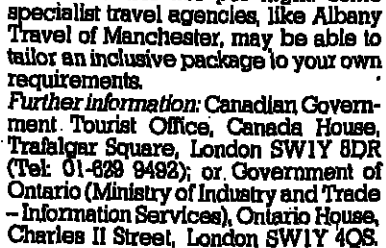


The Polar Bear Express which runs from Cochrane to Moosonee

Ontario Place, and the shops and cultural life are not to be missed. If you are on a cultural kick, you might like to stay at the traditionally-styled Windsor Arms Hotel. And the choice of good restaurants in the city is immense.

How to get there: Air Canada has direct daily flights between London and Toronto, and a regular Prestwick-Toronto link too. Current return Excursion fares start at £630; pre-booked (and paid for) Super-Apex fares are lower but very according to season. Resort hotels like the one mentioned above charge about \$Can.1,000 per week for two people. Principal Toronto hotels cost £40-£80 per night. Some specialist travel agencies, like Albany Travel of Manchester, may be able to tailor an inclusive package to your own requirements.

Further information: Canadian Government Tourist Office, Canada House, Trafalgar Square, London SW1Y 8DR (Tel: 01-828 9482); or Government of Ontario (Ministry of Industry and Trade - Information Services), Ontario House, Charles II Street, London SW1Y 4QS.



The Mennonite community do not appreciate becoming something of a tourist attraction



The Algonquin Park, 3,000 square miles of nature reserve north of Toronto

On the rocks in Utah

Angela Humphery takes to the rapids

and the next down into a ravine. But the rewards were worth every minute of this white-knuckle ride - rock formations like crazy coloured lollipops soaring to the sky, swirls of candy-striped sandstone fins, bristling forests of towering monoliths and gravity defying balanced rocks - 300 million years in the making.

We inched our way up "Silver Stairs", a white rock-faced staircase, and then caterpillared down "Son-of-a-Bitch Hill", and whenever we came to a particularly tricky bit, Bob, Paul, Hans and Candice would jump out of their jeeps to take a look and consider how best to tackle it.

We arrived at Squaw Flat Ranger Station where we boarded tiny six-seaters, the size of rabbit-hutches, for a 20-minute scenic flight to Moab over "The Island in the Sky" which overlooks an incredible array of landforms to the south and encompasses the 40-mile wide erosional basin of the Green and Colorado Rivers. From here, 5,000 ft above sea level, canyon walls drop in giant thousand foot steps to the rivers which seem to be buried in their intricate canyons.

The city and state of Utah are "dry" which means that bars may only sell 3 per cent alcohol and liquor must be bought from state-controlled stores. However, restaurants have now found a way of bypassing the law by establishing liquor stores adjacent to their premises where diners can pick up their purchases!

From Salt Lake City we drove south for an hour, stopping in Provo, home not only of the Osmonds but also of Robert Redford, the film star, who has been married to a Mormon for 26 years. In winter, on a clear day, you can see the Sundance Kid schussing down the ski slopes.

Further south still is Circleville, a one-horse town on Interstate 89 on the edge of Fishlake National Forest, its only claim to fame being that it was the birthplace of Robert LeRoy Parker - alias Butch Cassidy.

Utah has five national parks, eight national monuments and 45 state parks, one under water. Zion, Bryce Canyon, Capitol Reef, Canyonlands and Arches National Parks are all to be found here in southern Utah; one of the last frontiers of the Old West.

Vermilion cliffs, sandstone cathedrals and great towering monoliths identify this region of Utah as "Red Rock Country", which the Indians called "Land of the Sleeping Rainbow". Dewitt Jones, *National Geographic* photographer, said of this area: "The greatest concentration of scenic wonders in the world can be found with the state of Utah."

We were heading for Canyonlands National Park in the south-east corner and one of the world's most rugged chunks of land. North of Monticello on US 191 we turned left on to state road 211 where we were greeted by Bob, Paul, Hans, and Candice of Tag-a-Long Tours, who advertise themselves as "Utah's leading white-water and four-wheel-drive outfit". They were to be our drivers, guides and cooks for the next 24 hours.

Since there are no roads in the park, we were deputed out of our luxury minibuses (equipped with reclining seats, stereo and fitted carpets) and into four four-wheel-drive jeeps.

That night we camped in the Devil's Kitchen with Candice and Hans cooking dinner - rolled breast of chicken and savoury rice and a salad, followed by camp-made strawberry shortcake and whipped cream, washed down with litres of Californian wine.

We slid into our sleeping bags - no need for tents, - which we had laid out under the overhanging rock. By six Bob, Paul, Hans and Candice were cooking breakfast, a Spanish omelette the size of a rug. A good start to what turned out to be a white-knuckle day.

We cleared the campground, loaded up the jeeps, climbed aboard and slowly made our way through the Needles District of this 525-square-mile park. The going got pretty rough, with some 40 per cent grades and backup switchbacks, the wheels churning and spinning beneath us gripping the ground. We squeezed between massive boulders with an inch to spare on either side. One minute the radiator grill was pointing straight up at the sky



We landed in Moab and hardly had our breath back before we were climbing into inflatable rubber rafts for a two-hour float-trip down the Colorado River. As we struggled to do up our life-jackets, Dean, our lanky young oarsman, gave us safety instructions. "If you fall overboard, face downstream so your life-jacket doesn't

choke you and we'll try to get you out as quickly as possible!"

We sat on the inflated rim and Dean rowed us out into midstream where we flowed with the current. The sun was shining, the scenery magnificent and the silence magical. Then came our first rapid. "Hold tight!" yelled Dean. We heard a low rushing sound which

became a roar and we tightened our grip and held our breath. The raft rose up in the air and then crashed down, water cascading over us.

Far from being white water though, it was a torrent of freezing cold brown water, melted mountain snow.

During our second rapid, we lost a man overboard. Gerd, a 16-stone German, was sitting on the rim opposite me. One minute I was looking at his face and the next at the soles of his feet. He managed to grab the mooring-rope but hauling him back on board, while trying to negotiate waves and whirlpools, wasn't easy. It took all hands to land him.

We stopped for a picnic lunch and to gather our strength before tackling the next three sets of rapids. On the final set, a particularly rough ride, I gripped a colleague's arm. "Call yourself a travel writer?" he scoffed "you should be a knitting correspondent!"

Tag-a-Long Tours, PO Box 1208, 493 North Main Street, Moab, Utah 84032. Tel: 801-258-8948. They specialise in white-water rafting and jeeping from one-day trips to "The Ultimate Wilderness Adventure", six nights and seven days which combine rafting and jeeping. \$762 per person inclusive.

For further information contact Utah Travel Council, Council Hall, State Capitol, Salt Lake City, Utah, 84114. Tel: 801-633-8831 or United States Travel & Tourism, 22 Sackville Street, London W1X 2EA. Tel: 01-438 7433.



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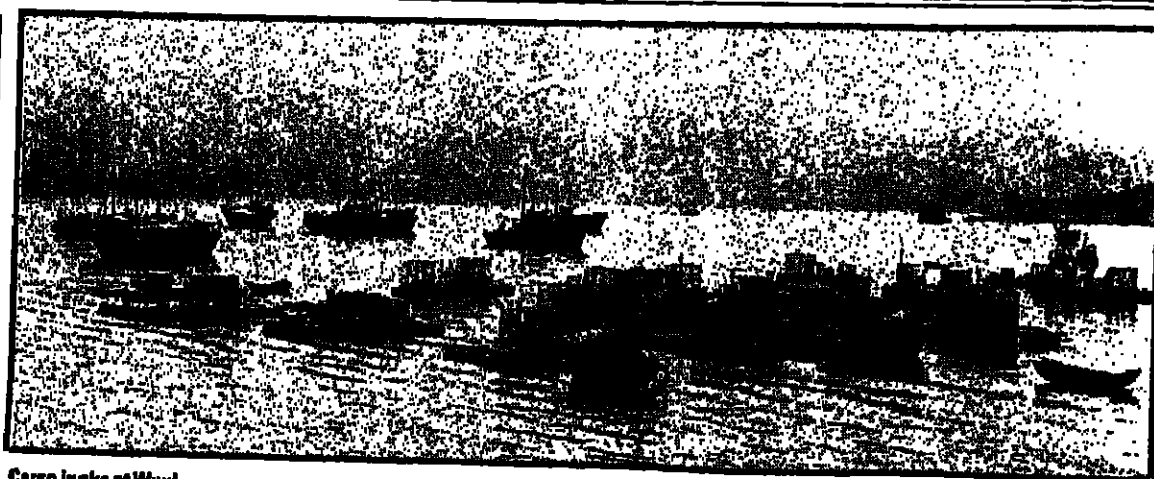
A Chinese citizen living north of the Yangtse looks upon himself as a southerner; those living south of the great river proudly proclaim their southerness. Which must complicate the allegiance of a Jiangsu, or resident of China's Jiangsu Province, bounded on the east by the Yellow Sea and stretching both north and south of the Yangtse.

The north is markedly poorer than the south and has none of the glamorous history associated with cities such as Nanjing, Yangzhou, Suzhou and even Shanghai - though, administratively, it does not form part of the province. Nor has the north the favourable conditions for agriculture and industry enjoyed by the south.

I started my journey through southern Jiangsu from Shanghai, a city whose name evokes a racy past that today is gone apart from a skyline which recalls the 1930s. Yet this vast metropolis of 12 million maintains a character its very own which is apparent even to the visitor who is there for no more than a few days. Being a southern city, the climate, customs, dress, eating habits and even the tongue undergo an abrupt change from those of Peking and the north.

Shanghai is not a city of fine monuments and historical sites; it is the largest industrial city and port in China which means the shops are well-stocked - Nanking Road on a Sunday is more crowded than Oxford Street before Christmas. A stroll along the Bund - the promenade beside the Huangpu River - gives an impression of being in a European city, apart from an uncomfortable reminder of the "concessionary" nature of the city as it was in the 19th century, when foreigners were considered above the law and public gardens were forbidden to "dogs and Chinese". Staying at the imposing but ill-run Shanghai Hotel, (the well-known, old-fashioned Peace Hotel on the Bund is better), my sightseeing activities encompassed the tightly compacted Old City with its Yu Yuan, or Mandarin Gardens full of pavilions, lakes and carved dragons, and the still-operative Jade Buddha Temple.

A railway line runs north-westwards across the centre of southern Jiangsu to Nanjing providing an axis from which the visitor can deflect at will. The first centre that excited my curiosity was Suzhou (formerly Soochow). Many a town possessed of a canal or two is compared with Venice and so Suzhou has earned itself the sobriquet of "Venice of the East". Certainly its humped-backed bridges, which characterize the town together with whitewashed timber-fasciated houses



Cargo junks at Wuxi

Report from Jiangsu

China is becoming the most exciting country in the world writes Christopher Portway

fronting a courtyard or backing on to a canal, give it some claim to comparison with the Italian city.

Once, during the Ming Dynasty, Suzhou was more important than Shanghai and it has always been a cultural centre and the home of famous poets and painters. It was a wealthy city too, of which was said, "Above is Heaven, below are Suzhou and Hangzhou".

Beside the railway lies the closely cultivated flat landscape of the Yangtse delta, threaded with canals and irrigation ditches. White peasant houses rise from the fields of yellow rape oil seed or purple alfalfa and their clusters become the more concentrated with the approaches of Wuxi.

The pronunciation is "Wooshy", and here, with its canals, is another contender for the Venice of the East title. With a population of half a million it is a sizeable place by European standards without any pretence to beauty. The chief attraction is its resort by the side of Lake Tai with the natural scenery provided by the lake; a backdrop for square-tailed, fishing boats and man-made gardens. All around are gentle hills above a lake shore intensively cultivated and raising crops of rice, wheat, tea and silk.

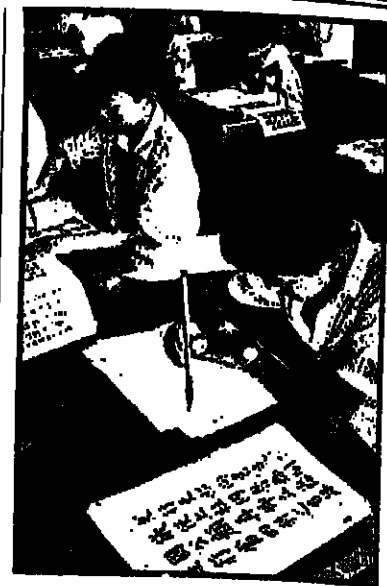
I spent a night in the Hubin Hotel, an unattractive block of no more than adequate comfort, which makes a base from which to investigate the 1,400 square miles of fresh water, taking one



Drawing water at Huxi Village Work Commune near Wuxi

of the luxuriously-appointed pleasure boats that ply between various promontories and islands giving time to explore their natural and man-made offerings: tea-houses, gardens, miniature lakes, children's parks and viewing pavilions mingle with sanatoriums and the most elegant of super-luxury guest houses.

A small town on the western side of the lake is Yixing, about 70 miles from



Style-writing at a children's palace in Shanghai

ing outdated cotton-spinning looms which would give a British factory safety officer a heart attack, provided the industrial element of the province economy and helped raise the communal wages to something above the basic agricultural income. The way of life - particularly in the cities - is very simple with food being cooked over small free-standing stoves fuelled by coal cakes made of coal dust and glue, which can often be seen spread out to dry on the pavement. The major consumer goods are bicycles and watches.

I took dinner with one of the families in their ill-furnished four-room house, identical to others in the same row. The couple with their two children and the man's father seemed well satisfied with life and were plainly more fortunate than larger family groups in the same-sized homes. The daughter was "going out" with a boy friend and talk of marriage was in the air. Morality in China is very strict; pre-marital sex is taboo, and there is a harsh penalty for rape, while the mother of an illegitimate child will suffer a cut in wages. Grandfather was serving a useful purpose by being at home to look after the two-year-old boy thus allowing the two parents to go to work.

At age three or four the boy will be able to go to a kindergarten, perhaps even as a boarder.

The meal was plainly a special one for my benefit; the usual fare is a bowl of rice with some meat or fish and one vegetable. I was encouraged to discard my bones, fat and the like on the tablecloth and I had to be careful to help myself to items of food - various meats, fish, vegetable, fried nuts, stir-fries and chopped fruit - with the spare chop sticks and not my own. I drank a very passable beer though the others kept to mineral water.

Commune visitors stay at the Huxi county guest house, a series of self-contained suites of rooms with four-poster beds and good washing facilities.

Nanking stands close to the western border of the Jiangsu Province, another two hours by rail from Wuxi. Eleven times capital of China this metropolis of 1½-million souls is, to my mind, one of the nicest cities in the country. Since it is situated on the Yangtse there is much to see, not least the great three-mile road and rail bridge that took ten years to build - after the Russians destroyed the plans, confident that the Chinese could never do it on their own.

For the inhabitants of Nanking, much as the visitor, the environs are crowded with places to visit amid cool hills and shady woods, like Yun Yat-sen's Mausoleum, the Beamless Hall, Madame Chiang Kaishek's former residence (now a visitors' centre) and the Sacred Way, an avenue of stone animals that leads to the tomb of the first Ming emperor, Zhu Yuanzhang, on Purple Mountain.

I stayed at the Nanking Hotel, at present being refurbished, but the lowering Victory Hotel in the city centre offers startling insight into what China can produce in the field of Western luxury accommodation.

And this capital - if now only of a province - makes a fitting finale to a tour of southern Jiangsu, a land of canals even including a Grand Canal, carrying overloaded cargo vessels in lieu of gondolas but offering sights and sounds never dreamed of by Venetians.

Further details from the China National Tourist Office, 4 Chisworth Street, London NW1.

Mongolian panorama

School journeys are pushing back the travel boundaries. Tony Tindall describes Wyndham School's visit to Ulan Bator

Despite Ghengiz Khan's keenness on punctuality, the Mongolian Embassy in London were authorized to grant us visas with generous margins, reflecting that other Mongolian view that the shortest unit of time is one day. But such was their flexibility and our captivation that the timing of our arrival became of little account at all.

We had flown 700 kilometres south from Bratsk down the Angara river to Irkutsk in a Yak 40 - a diminutive jet 30 seater - with the stewardess' boyfriend sitting on the baggage at the back. This is the capital of East Siberia and still boasts many beautiful if faded wooden houses with windows at ground level for easy exit in the event of earth tremors. Early next morning we boarded the Ulan Bator express which had left Moscow before we had even arrived in Russia some four and a half days earlier. Fifteen coaches of 2 and 4 berth compartments, plus baggage, post and restaurant cars made up this enormous train. The section from Irkutsk to Ulan Bator around the south of Lake Baikal is scenically very beautiful and also heavily graded. It is hard to deny that this is the most efficient railway in the world. During the next 8 hours we passed 5,000-6,000 ton freight trains every few minutes but only one passenger train. At Ulan Bator the train turned south down the spectacular Selenga river valley on the single-track Trans-Mongolian line leading to Ulan Bator and eventually, Peking.

We crossed the border at Naushki to a slight note of discord. Eric Newby's *Big Red Train Ride* was deemed "inaccurate and therefore detrimental to the interests of the State" and confiscated with apologies! On the other side, the Mongolians laughed with us at our mutual inability to communicate, their swift and simple approach to the formalities heralding a warmth and directness which we came to admire in the succeeding days.

We woke at dawn to a landscape of breath-taking beauty and vastness almost beyond belief. Only occasional clusters of round white felt tents (gers) and small herds of sheep, cattle, horses and yaks, guarded by solitary horse-

men, punctuated this huge panorama of blue, green, brown and grey ridged mountain-steppe and distant forest. Some 50 yards away an eagle was flying parallel to the slow-moving train and hoopoes and magpies hopped about in the thick carpet of wild flowers. At 9 am we entered Ulan Bator and slowly negotiated the first of a series of vast sweeping curves which brought the train down into the capital.

The city with its 460,000 inhabitants is home to one in four Mongolians. Over half of its population lives in gers in neat enclaves on the city rim. The rest occupy high rise flats, built by Russian or Chinese aid in the sixties, though some have erected the family ger in the grounds in which to cook and socialize. Our guide Xbooxhor, met us at one of Ulan Bator's two tourist hotels. A tiny lady of perhaps 40, needle sharp, very jolly and disarmingly direct, she seemed to sense our every need. Mine was to shed the \$4,000 that I had worn next to my skin for most of the past week. Banking arrangements between Mongolia and Britain are tenuous and Zhuuichin, the State Tourist Organization, required payment on arrival in US dollar bills. My attempt to negotiate a discount for cash produced gales of laughter in the accountant's office and their certain judgement that I was really a very funny man.

Our first visit was to the State Museum to see the dinosaur remains from the nearby Gobi desert, the most amazing of which were the complete skeletons of two baby dinosaurs locked in death, the jaws of one embedded in the pelvis of the other. Our Ambassador in Mongolia had kindly arranged for us to meet some leading educationists. At the House of Friendship

we duly met with the head of a high school in Ulan Bator, the Professor of English at the University and a member of the Academy of Sciences who was also an MP. We spent a very pleasant 90 minutes in informal and unprepared discussion and came away impressed. Schooling begins at 8 years for all, followed at 16 by vocational or further education leading to university of other higher education at 18. The role of the family is considered of vital importance in the pre-school years, unlike in most communist countries where the party regards early education as too important to be left entirely to parents. The social theory certainly seems to work. During a number of evening strolls in various parts of Ulan Bator we encountered many groups of lively young people, and little ones playing "tig" in the street watched over by smiling adults. The atmosphere was pleasant and relaxed in a way that we no longer know in large city centres in the West.

The main foreign currency shop held the usual mixture of western and local goods at knock-down prices. Silk dells (the unisex Mongolian tunic) attracted our girls at \$25, but most pleased was our coach driver who emerged beaming with a 24-pack of Heinz Tomato Ketchup. One day he took us out to Terelj, a settlement 40 kilometres from the capital in a stunning valley backed by enormous granite and sandstone formations and carpeted with Edelweiss, gentians and yellow poppies. Yaks and bactrian camels grazed peacefully and buzzards, kites and small eagles wheeled and mewed overhead.

We were most fortunate to coincide with a brief visit to town by the National Song and Dance Ensemble for some seven months in the year take their singing and dancing to small

settlements and even individual families in this vast land. Their performance, put on at short notice after a Poland-USSR basket ball game in a sports hall, was brilliant. Despite the colour, grace and vitality of the dancers, it was perhaps the young male singers of the unique double-tone mouth music, evoking the haunting sound of the steppe and its dwellers, which impressed us most.



Breakfast for the lamas arrives at Gandang Monastery.

Gandang monastery, the only functioning lamastery in Mongolia, welcomes visitors to morning service. We arrived to find monks of all ages assembling in their red and saffron robes to the call of the conch shells. This day the service was dedicated to a herdsman's family who had already gathered in ornate traditional costumes. They had brought breakfast for the monks and as we watched a large lorry arrived with steaming rice, rancid

through mild attacks of Ghengiz Khan's revenge to virtual loss of balance, though not of wit. From the stability of my bunk on the train back to Russia impressions of this enchanting country were already beginning to crystallize. Where else in Asia is the government encouraging population growth? What other communist state is unknown to Amnesty International and where else in the world is the snow leopard still a pest to farmers?

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EXTRA

Ultimate escapism

Jane Last discovered muscles she did not know existed on a winter mountaineering course

Snow holes, I had been assured by several armchair Alpinists, are extremely cosy, and quite luxuriously warm. Well everything, I suppose, is relative.

We made it as snug as possible, our abode of ice 3,500ft up on the Cairngorm Plateau. The snow glistened a warm orange in the soft diffusive light of the flickering candles. We drove ice axes into the walls and draped our wet clothes on them. We even made shelves to display the blue plastic plates, our crampons, Dacron mitts and our instant whip. Judy excavated the walls further and crammed jagged lumps of frozen snow into the billy all evening for a continuous brew of hot tea.

Later, the hours of night were spent shivering with cold and a nightmare of being halfway up a vertical pitch of ice in a blizzard without axe or hammer, just as if I were a bona fide mountaineer. But then I suppose real climbers have nightmares about summiting down by the sea or sleeping with the electric blanket on. I had poured a mug of boiling water but when I reached for it in the night it was frozen solid. By early dawn my sleeping bag was covered white with spindrift. Our jackets hung solid with yesterday's snow frozen into long spiky icicles round the bottom. By 6.30am Judy was frying bacon and brewing up again and all was merriment and cheer once more, the long night over. This was the sixth day of winter mountaineering at Glenmore Lodge, the Scottish Sports Council's training centre in Aviemore. The previous nights had been spent in the comfort of the Lodge and the strenuous days on the hill with instructor Steve Jones, who had been given the unenviable task of showing me the ropes.

The first thing all budding mountaineers and ice climbers must learn is Basic Snowcraft (or how not to fall off the Mountain). The first night we were given a formidable amount of equipment - climbing boots, helmet, ice axe and crampons, head torch, compass and whistle, gaiters, waterproofs and rucksacks. After eating breakfast next morning and making packed lunches, we crammed into the transit vans and joined the traffic jam of Scottish weekenders rushing up to Cairngorm to ski.

It was dull morose weather, a 35mph wind and six degrees below. We walked for an hour up to the headwall of Choire Chais, a 40 degree icy slope. We learnt to walk up kicking steps, and down, heels dug in and toes turned up to the gloomy sky. Steve Jones dug a deep pit revealing the different layers of snow and ice from which one can calculate avalanche risk.

We were told to put on our helmets and, ice axe in hand, to throw ourselves down the mountain on our bottoms, upside down on our tummies, then head first on our backs and even tumbling over and over. The idea was to get up quite a speed then, by a contortion or two with the axe, turn oneself the right way up, dig the pick into the ice and throw oneself on top of it to halt the speed downward path. We didn't have an awful lot of incentive to shine at this manoeuvre. Had there been a precipice just below, Steve Jones said dryly, we might try harder. Instead there was a blissfully soft bulk of deep snow.

It was an unusual way to spend a morning, I found. If one didn't plant the ice axe hard enough one un-doubtedly did the job with nose, chin or elbows and after much battering and bruising we ate our lunch perched on the side of the corrie in a blizzard. Afterwards we learned to cut steps in the ice with our axes as we walked and it seemed to me important to be sure-footed rather than rely on the morning's lesson of ice axe arrest!

Finally we put on our crampons and our feet turned to magic - they stayed where they were put like magnets. After sliding around gingerly with only the spike of the axe to help, now we had 12 more on each foot. It was tremendous fun. We walked straight up and came down scissor style, crossing crampons over crampon, for all the world like Minnie Mouse doing the Charleston and trying not to get our feet tangled up. We ran around, hopped downhill and then uphill!

Then we set off back down, taking long strides over the snow sometimes on the icy surface, then sinking in to the knee and occasionally slipping. Wet clothes were hung in the hot scald-smelling drying room, then it was hot tea and cake before lectures on technical equipment and belaying on snow and ice. At the very first opportunity I climbed into my bunk, only to spend the night worrying about whether I would die of exhaustion the next day or perhaps linger on till the day after.

The next morning we cheated and took the chair lift part of the way up, but the walk into Choire an t-Sneachda was hard. With a rope round my middle, feeling exactly like a dog on a short lead, I climbed up the steep snow to the bottom of The Runnel - "A well defined gully the penultimate pitch of which is a steep narrow chimney which usually contains ice". Steve hammered in a "deadman" (a metal plate embedded in the snow) and an ice axe and tied me to both of them, then he disappeared tiptoeing nimbly up the ice. I waited, perched on a small step unable to believe I could do the same. After a couple of tugs on the rope and a struggle to pull out the belays I started up gingerly, axe in one hand, hammer in the other, swinging the picks into the ice until they held, kicking the front points of my crampons in and clawing my way up. This was sheer torture on the calves and arms, but as the alternative was staying there or falling off there wasn't a lot of choice.

There is a pretty thin line between an exhilarating sense of achievement and just being plain grateful something is over. But sitting on top totally engulfed in cloud was wonderful. The wind lifted it occasionally to reveal a peak or two and a black and white movie landscape below. Then it settled down on us again and the world was miles away. We started back towards the crowds of skiers, the mess of machinery and the car park crammed with motors and litter, reindoor wandering around seeing old snowdrifts. It began to be easier to grow fond of the rock face.

That night Richard McHardy talked of the history of mountaineering, how crampons, known in the Iron Age, were only accepted this century by the macho climbing fraternity who called them "artificial aids" and preferred to use nailed boots. Another instructor, Paul Aubrey, described North American climbs one evening - guiding on Mt McKinley 20,000ft up in Alaska and sleeping suspended from the 3,000ft sheer rockface of El Capitan in the Yosemite Valley, California. Steve Jones, who spends his summers instructing in Switzerland, recounted Alpine ascents - climbing Mt Blanc through the night to arrive on top at dawn, doing the technical rock routes of the Chamonix Aiguilles and having that "fly on the wall" feeling on the north face of the Eiger.

Fred Harper, principal of Glenmore Lodge, encourages his staff to undertake expeditions. It's important, he says, to be current in what they're doing and teaching. Between them the Glenmore Lodge instructors have climbed many of the world's major peaks from China to Patagonia, New Zealand to Peru.

For a short time later in the week the sun came out. We had been practising snow belays at Sneachda. The forecast was for slushy thaw conditions - no good for ice climbing - but as the skies cleared it became bright and bitterly cold. Steve took one look at the icy rock rises, majestically above us, became very enthusiastic, tied me on to a rope and off we went. I ended up, later somewhere near the top with both arms clasped round a sturdy lump of granite. The sun turned the landscape back into colour. Loch Morlich was glittering blue and Glen More forest a deep green.

After tea we were instructed to build a snow shelter (obviously I should have paid more attention) and were issued with shovels, ice saws, fuel and cooking equipment and sleeping gear. Next day we set off heavily laden. In a blizzard which turned the top of Cairngorm into a featureless wasteland, it took all afternoon to dig our snow hole. Judy, a geography teacher and Cheryl, a petroleum engineer and me, it became our whole world, sawing great square blocks, levering them out with the shovel and staggering out with them, falling over each other, collapsing in giggles and finally needing a lot of help to get it finished.

Then, hot from digging, we fell enthusiastically to cooking dinner and by 7.30pm it felt like the small hours. Outside on the Cairngorm Plateau it was dark and well below freezing, silent but for the hiss of the wind and the rattle of ice blowing about. I felt there wasn't much wrong with life up

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The games climbers play are very individual," said Fred Harper. "Some take exceptional risks and the accident rate is correspondingly high. Society looks for security and here's a group going out to take serious risk to their lives - public intrigue develops."

Rock climbing, said Steve Jones, is ultimate escapism. "You get hooked

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Glenmore Lodge, Aviemore, Inverness-shire, tel 047 888 288. Snow and ice climbing course, 7 days, £249 full board incl. equipment. Winter mountaineering course, 7 days, £189 full board incl. equipment. Winter Skills short course, 4 days £84 full board incl. equipment.

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Learning the ropes (above) and testing new skills on the mountain



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What do you do for a holiday when your tiny brain is tired of being battered by endless insoluble problems, when you'd like to use your muscles for a change, and when you feel it would be wonderfully restful to have someone else tell you what to do each day? That was my problem last summer. I also wanted to spend as little money as possible - who doesn't? - and didn't fancy mass-package crowds or being stuck on a tourist-trap Mediterranean beach. I'm very bad at doing nothing.

The solution I reached turned out to be more than ideal. I spent a week with a British Trust for Conservation Volunteers' project, helping to build a fence round an extension to Dean Wood Nature Reserve on West Pennine moorland near Chorley in Lancashire.

The booking brochure gave me a fairly exact idea of costs. Accommodation, I gathered, would be pretty simple: descriptions were vague. But I felt confident that the company would be good - which was important. People who set out to do something useful for other people aren't usually too wrapped up in themselves to be companionable.

Joining the Trust cost £5. For the week's full board and lodging (small-dormitory bunk-bed rooms, hot showers, straightforward food we cooked ourselves) I paid a bargain £9.45 "contribution". Like all volunteers, I provided my own boots, waterproofs, heavy-duty gloves, and sleeping bag.

As I had these already the holiday cost me £14.45, plus £17 coach-and-rail return between Tunbridge Wells, Kent, and Chorley, Lancs. I could easily have chosen a similar project much nearer home and saved most of the fare.

Joining instructions for non-motorists said simply: "Chorley Station by 6.30 pm." A Land Rover picked us up - and went back hours later for the Scots girl who'd gone astray on her long and complicated journey south.

When finally assembled at Tat Pits Farm we holidaymakers numbered only six instead of the more usual twelve. Four were girls aged 19 to 25. Of these, one was poised to read Maths

Conservation and good company

Helping to build a fence may not be everyone's idea of a holiday. Harold Dennis-Jones enjoyed it.

at Oxford, another, distinguished by her unquenchable good humour, was an occupational therapist. Her week with us was the final requirement for her Duke of Edinburgh's Gold Award. The third worked unenthusiastically for the DHSS, mainly telling single mums they couldn't have more money for their children. The fourth was a second-year York University student, so tiny that when she later bent into three-foot-deep post-holes to scrape out earth she virtually disappeared and was promptly christened Moley. Two of the girls were barely 5'3" tall and all were small and slightly built. But their capacity for tough physical work turned out phenomenal. My only fellow male was a young accountant just made redundant. Even his age added to any one of the girls' barely topped my venerable years.

Of the "semi-permanent" staff working with us a 20-year-old Liverpool Tech student acted as leader. We called him "Daddy", to the bewilderment of Blackpool's friendly shopkeepers on our midweek day off. Helping "Daddy" was an unemployed girl driver recently returned from a round-the-world jaunt, and an unemployed would-be poet who raced through four times as much work as any of us could manage. In short, we were a pretty motley collection, with Yorkshire, Lancashire, Lowland Scots, Liverpool, West Midlands and Southern English accents. After a short introductory Saturday evening talk we started working flat out early on Sunday morning.

Loading timber and tools onto the Land Rover trailer was the first little job, involving a shade more effort than we'd expected. Strainer posts 8'6" long and 6" square are heavy enough to be noticed. Then three miles uphill ride to Moses Tucker's Farm and a start on sinking the strainer post-holes.

Digging a three-foot-deep, straight-sided hole not more than two feet square in firm, stony ground is surprisingly complicated. You cut the turf away with a pick. Then you use a spade. But from about 18 or 20 inches down you have to break up the hole's floor with a crowbar - the heavier the better - and scrape loose soil out with your hands.

Stones and rocks cause problems galore. I bruised my right palm badly when a vigorous spade thrust struck a rock. I thoughtlessly increased the damage in the next two days banging crowbars from side to side to loosen packed soil. Holes that filled with water were, however, the worst hazard. They had to be baled continuously.

Our first day's efforts didn't alter the landscape much. But by the time we returned to Tat Pits and were cleaning and checking tools we ourselves had begun to change. We had advanced noticeably towards becoming a unified, single-minded group. And somehow we'd also become far more individual, far more characterful than the reserved strangers who'd met for the first time on the previous evening.

The process accelerated fast in the next two days, as we struggled with more post-holes, with "rocking-in" (which means wedging large stones

against the strainers' sunken bases so firmly that the posts are completely immovable, even against charging bulls), and with the extraordinary complexities of fitting supporting lateral struts to strainers.

Like so many jobs, this looks simple but isn't. You chisel out a recess to house the four-inch-square strut. Then you saw a diagonal slab off the strut, trying to match the angle at which it will meet the strainer. If you fence runs in a straight line you have only one plane to worry about. Ours zigzagged gently. It also stood on the edge of steeply-sloping ground, so that the struts' lower ends had to be buried just the right amount in ground whose levels varied wildly. They too had to be rocked in immovably. The way all available wedging stones crumbled when firmly banged with a lump hammer was frustrating.

On the other hand, we were now a decidedly close-knit team working with what seemed to me tremendous energy, enthusiasm, unity and, above all, enjoyment. Our Wednesday rest-day, spent in Blackpool (BTCV provided transport), cemented this very enjoyable relationship. Led by "Daddy", we wandered up and down the Promenade, bought funny hats, and ate a picnic lunch near Fleetwood. Then we played the machines in an amusement arcade, had a fish-and-chip supper, gawped at the illuminations, and spent a half hour solemnly applauding Council employees laboriously replacing one by one electric bulbs that had burned out. It was all unreservedly, harmlessly, and very enjoyably infantile.

Our camaraderie became even stronger through the last two working days. Hauling extraordinarily solid rods of wrylock wire around and unwinding them in places where it was clear cover had been abundant overnight, using an impossibly heavy mallet and very weighty drifts to position intermediate stakes, fitting the courses of plain, wrylock, and barbed wires, wrestling with reluctant monkey wrenches, and finally stapling down all the wire welded us finally into a monolithic, enormously happy unit.

Our riotous last-night party reinforced our feelings about the holiday and about each other. During it our leader got three spontaneous cheers and it was unanimously agreed that I should organize a reunion for next Easter.

For 25 years now the Trust has operated holiday projects of this sort throughout Britain. It runs also local groups (including many based on schools), training weekends, and Youth Training courses which result in many full-time jobs. All sorts of bodies seek its help - County Councils, water authorities, private landowners, town councils, the Nature Conservancy Council, the National Trust and many others. Running costs are partly covered by a Government grant.

Details are available from: British Trust for Conservation Volunteers, 36 St Mary's Street, Wallingford, Oxon OX10 0EU (Wallingford, 0481 39841).



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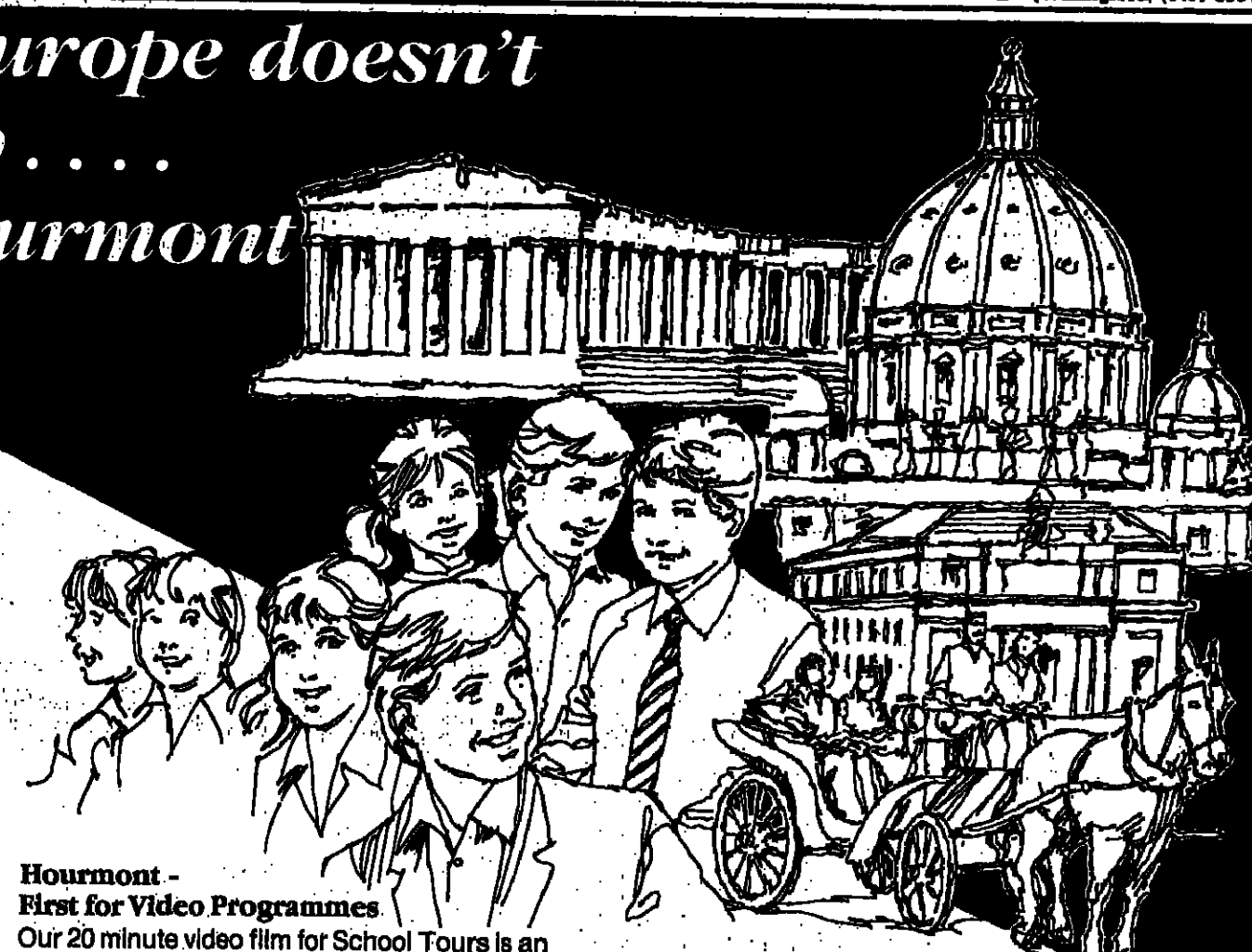
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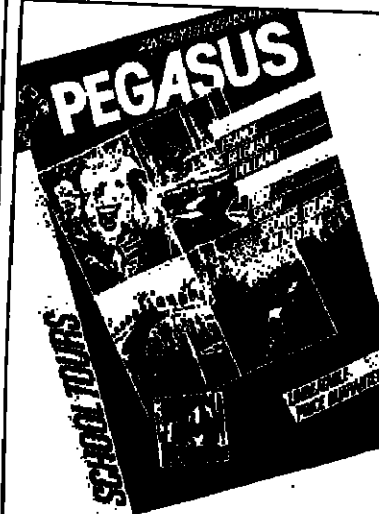
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Archway goes to Egypt

Bob Willey describes a memorable school trip down the Nile

From the shade of the flower covered bushes beside the sacred lake, the ancient temple of Karnak shimmered in the midday sun, its forest of elaborately carved pillars concealing soft spoken, shadowy figures seeking to lure unsuspecting tourists away into the heart of the temple complex. The only group braving the stifling heat moved slowly behind their guide, pausing to admire a beautifully carved and painted lintel set high above the ground. With all eyes directed upwards one of the concealed watchers moved smoothly into action, skillfully enticing one slow, stolid group member into the maze of colonnaded avenues. The party, almost stunned by the heat, moved on to admire a distant obelisk. Suddenly there was a call. "Sir, haven't got any money and this man keeps following me asking for bak-sheesh. What shall I do? Where are you all?"

We were, of course, in Egypt. Twenty-eight pupils and teachers from Archway School in Gloucestershire. Not perhaps a normal destination for school trips, but we had managed, through Sunquest Ltd in London, to put together an exceptionally priced journey down the Nile to Aswan and then back to Cairo.

From the incredible temples of Karnak and Luxor, to the strength sapping 120 degree heat we crossed to the west bank of the Nile by local ferry to stand

before the Colossi of Memnon. With the temperature edging still higher came the walk up to the tomb of Queen Hatshepsut, impressively sited against the cliffs of Deir el Bahari, and into the cool of its decorated interior. The Valley of the Kings, however, and the tombs of Rameses VI and Tutankhamun in particular, showed the real beauty of tomb decoration.

After this came a wonderful cruise to Aswan where we could all enjoy the beauty and fascination of the Nile itself from the comfort of the sun deck or swimming pool; women washing their clothes at daybreak on the river bank; waving fields of sugar cane; animals being watered; the sound of the muezzin calling the faithful to prayer; donkeys trotting by carrying their white cloths on piles of freshly cut alfalfa; and always behind, now close, now further away the rising sand dunes bright in the sun's glare. Stops were made for visits to the temples at Edfu and Kom Ombo, the first marvelously preserved, the second holding a large collection of mummified crocodiles, thus attesting to its dedication to the crocodile god Sobek.

Aswan itself had so much to offer: not only the famous sites of the High Dam and the oases drowned but now restored and reconstructed temple at Philae, beautifully situated on a specially landscaped island, but the fascinating souk with crowds of Arab and

Nubian shoppers in their flowing robes thronging the narrow streets in the pleasantly cool evening air. A shopkeeper striving to weigh two clucking, flapping chickens on a primitive pair of scales; heaps of strangely shaped and coloured vegetables; miniature pyramids of vividly coloured fragrant wares in the "herbs and medical weeds" section; the roaring flames from the ovens deep in the darkness of a cave-like baker - each in a striking image and lasting memory.

With two full days in Aswan a trip by boat which through the Nile, was an absolute must, but more exciting still was the camel ride out into the desert to the Monastery of Saint Simeon, an early Nubian Christian stronghold sacked by Saladin in 1172. Chivalrous much needed water bottles and with many of the children wearing desert *kafiyehs* against the heat it was possible to feel the excitement as our camels swayed gently through the dunes on their way from the monastery to the five thousand-year-old Tombs of the Nobles.

The flight from Aswan back to Luxor showed better than any book the true value of the Nile to Egypt as the narrow green strip of fertile land stretched away into the haze between the vast areas of totally featureless desert below us. From the coach, though, life in this lush zone was seen

at first hand as we drove through villages that had changed little, if at all, in thousands of years. Children were able to watch bricks being made by hand in the way described in the Bible, to see camel and donkey powered irrigation wheels and even more primitive *shadufs* in action.

In an unexpected diversion, lunch was taken in a roadside café in the village of Abydos and during its preparation some of the party strolled quite unsuspectingly to the local temple to be rewarded by the sight of one of the best preserved and decorated temples in all Egypt. Whole chambers of brilliantly coloured scenes of Egyptian life and religion undamaged by Crusaders or later vandalising Christians. Those who felt they had seen enough temples were quickly besieged by local schoolchildren returning home from lessons and eager to try out their English and show off their books. Yet another experience of the welcome and friendliness which accompanied us everywhere.

We moved on, and during one magic moment, when the coach had run out of fuel, saw the rare sight of a camel train making its way from the Sudan into Lower Egypt. Realizing that something unusual was happening the camel drivers turned their animals and gazed from their high vantage points at this strange collection of foreign students. For several minutes cameras clicked, cameras grumbled and belched and the air was thick with excited shouts from children and calls of "Welcome to Egypt" from the riders. Finally, with the sun setting behind them they moved off, still waving and shouting and the bus now filled with a can of fuel, limped off to the nearest petrol station.

Cairo was next with its teeming, horn blowing traffic and its dusty streets clogged in encroaching sand. From the top of the impressive Cairo Tower it was possible to see this vast sprawling city which offered the chance to visit the famous Citadel of Saladin and its beautiful mosques, some more so than the Alabaster Mosque under the fantastic treasures of the Cairo Museum, and what a pleasure it was to be able to walk quietly and at leisure among the riches of Tutankhamun's burial. Quite unexpected was the invitation to the Good Friday celebration in a Coptic church, where we were welcomed as special guests as we joined the exciting drum beating procession moving around the flower bedecked church.

Contrast this with the bedlam of the Khan al Khalil bazaar, a constant turmoil of dust and surging crowds of shoppers competing with endlessly honking traffic for space in the narrow streets. Finally, the visit to the Sphinx and Pyramids, the symbol of Egypt standing in the desert on the very edge of Cairo. What an end to a fantastic trip. Certainly to be recommended for all those wishing to get off the beaten track; and as long as sudden changes of itinerary do not cause any upset the friendliness of everyone and their constant politeness makes it an ideal destination for interested students and not wildly expensive either.

looking stereo equipment. The Customs men took a dim view of this and led him away. We were very upset. He had been our friend since Trieste: how dare they remove him. Yet, here we all were in 1984, with the EEC supposedly binding us Europeans ever closer together, and not a flicker of interest.

Perhaps, I pondered, it was the conditions in which we were travelling which had such a dehumanizing effect. The train was old and dirty, the windows streaked with grime; the heat was terrific and it was a constant effort to prevent parts of one's anatomy sticking together or to someone else's. We, in our innocence, had assumed that there would be a restaurant to which we could retreat at intervals for rest and recuperation, but the train contained only one pathetic bar in the second class which dispensed nothing but warm beer, warm Coke, warm bottled water and a few inedible melons from the country stations of northern Greece and Turkey and out proposed to (as a joke I presume) by a Bulgarian peasant with the smelliest socks I have ever encountered.

At one point we shared one compartment with an immense and stinking Zulu whose baggage turned out to contain a great deal of expensive-

occupied we suspected that they were acting as extra seats for some of those without them. The joy of finding one was short-lived as there ceased to be any running water within a few miles of Lisbon and the state they were in by the time the train reached France is best left to the imagination. Every inch, square or otherwise, of the carriages was filled with bronzed examples of European youth, although we saw only a handful of British. Many of the compartments seemed to be as segregated as ours, with apparently no form of communication, but this may have been an unfair impression as it was gained in the split second of one's passing.

I was occasionally glimpsed one which was full of animation and laughter, but it was impossible to know if this was because they were all the same nationality, all long-term, travel companions or whether they had somehow managed to bridge the gaps between them. Music, as always, was the great barrier breaker, and any compartment lucky enough to have someone with an instrument immediately gave the feeling of a homeogenous whole.

There was a constant flow of people along the corridors, some stumbling along with baggage (from where to

Continued

Travels with Elka

Leslie Gardiner meets and old friend in Bulgaria

As I wander through a lobby a voice behind me says: "Now it is busy but in the early morning no people are here and the nightingales are singing." I turn and see Elka, an old friend. Not old in years. She still has the clear rosy complexion of the young guide who escorted me through Bulgaria seven years ago. But the blue-jean skirt and polka-dotted blouse fit more snugly. "I saw your name on the list and asked for you," she says.

We take the old familiar road out of Sofia, the E80 to Plovdiv and on to the motorway.

"I suppose there are not many roads in Bulgaria that you don't know by this time?" "It is strange," says Elka, "but until this year I had never travelled from north to south, from the Danube to the Turkish frontier. It was a coach full of Russian tourists. I had to see them safely through Bulgaria. I told the driver we must watch carefully for signposts and as I was explaining this we took a wrong turning. I stopped to ask directions, but this was Danube region and a strange dialect.

"We pass over dirt roads and arrive at a village. First, the people stand in amazement; they have never seen a coach before. Then I show the map, but they don't understand maps. The Russians are laughing and saying: 'This guide of ours, is she from Bulgaria or Mongolia?'"

We travel on and the road grows narrower and dirtier. The Russians are still laughing and saying it must be the new Bulgarian motorway and things like that. At the end is a collective farm, a man is mending his bicycle in the dark. I hardly understand him but he is saying: "Go along this track to Uncle Evimevo's house, then cross through Grandpa Kanchev's sunflow-

ers... - I say: 'Look, we are strangers, we don't know Grandpa Kanchev. It is late and we arrive at Turnovo for dinner at four in the morning. The Russians are still laughing and making jokes."

Near Pazardzik, where the motorway peters out, we strike across the high pastures of the Sredna Gora, the old caravan trail. It is autumn, with all the beechwoods in flame. Our tyres crunch fallen pears, apples and walnuts. Bulgaria is the salad bowl of Balkan lands and country produce refreshes the cuisines of all the city hotels. We stop at Koprivshitsa, a village of stone paths, high defensive walls and cottages painted mustard yellow, sky blue and rust red, all set among the trickling streams which are gathered in the cauldron of the mountains. We have met British tourists here, on painting holidays, living in self-catering apartments and paying from £179 to £285 per head per fortnight according to season, air fares from Gatwick and a set of meal vouchers included.

A popular-lined *paved* leads to Rousse on the Danube. As Rustchuk the town was a great staging-post for pioneer Orient Express travellers, and a railway museum commemorates them. Elka says that on these quiet roads, nothing to see on right or left, the guide is supposed to say: "Now we shall speak of Bulgarian education, now we shall speak of agriculture."

"But I don't do it. If I am asked a question I reply, otherwise I remain silent. Yes, always the same questions. Then someone asks: 'Are you a Communist?' 'No, I am not a Communist.' 'Why are you not a Communist?' 'That is my business, it concerns only me.' After that, no more questions. Everyone sits stony-faced."

Youth on the move

continued where was a mystery), often accompanied by a string of interpretations in various languages as they fell over bodies and other impediments. Some clutched bottles which they had "won" in fair combat from the bar.

As it became dark everyone began to cast about for a room for the night. A boy from the next door compartment suddenly appeared with a sleeping bag in the shape of the African flag, inserted himself into it and lay down full length in the corridor. He was soon followed by others until the whole length of the train was carpeted from wall to wall by mummified forms.

The journey to the bar or the lavatory was now an acrobatic feat: a ledge about six inches from the floor on the window side neatly accommodated the left foot, but the right had to find purchase either on the wall or search for a toe-hold on the floor, avoiding stepping on actual heads where possible. Limbs and torsos were fair game and were trodden on with impunity and a remarkable lack of reaction from their owners.

The train, meanwhile, oblivious to the chaos within it, ambled through countryside devoid of any scenic interest, occasionally halting at stations with no names so it was impossible to trace our progress. It frequently stopped in the middle of nowhere and gave a mournful whistle which ended on a rising note of interrogation as though it too wondered where we were. Of any railway personnel there was absolutely no sign the entire journey to the French border. Even the tickets, which we had shed blood to obtain, were never inspected except as we left Lisbon.

Having survived the night in various

ways, we reached the French border at midday and changed trains. Somehow there seemed to be more room and we were able to sleep fitfully, curled up on seats, until Paris. There we changed stations and after an hour standing about in the grim and shadowed Gare du Nord, we boarded the train for Dunkerque.

Now we were in some comfort, with only six in a compartment. Our travelling companions were two delightful English boys and one very beautiful and self-contained Israeli girl. For the first time for 36 hours we were in clean, spacious surroundings and no longer wrestling with acres of flesh, the heat and a complete lack of the basic facilities. Was this why we were all polite and interested in each other, and passed round the biscuits?

After an all too brief journey we were thrown out of the train at the port of Dunkerque and stood for an hour in a large modern shed, waiting to board the ferry. The Channel crossing was memorable for the first hot meal we had eaten for 40 hours.

We were not at all surprised to find that it was raining in Dover, but by this time we were numb and the homing instinct was strong and all other feelings perhaps a further key to the behaviour of those on the first train.

The overriding impression of the journey was of a hardy and hardened generation. Possibly, if we had been on the trains which carried them south at the beginning of their holidays we might have learnt more about their lives, where they were going and why. Perhaps the apparent disregard for others, lack of communication and a sort of blithe, uncaring independence may be the result of well spent on the road with little comfort and less money. Nothing would induce me to try to find out.

Existing Inter City express services in Germany have just been extended to coincide with the anniversary. There are now five main north/south routes instead of four. Over 200 trains run on them, 50 more than previously. This means that many more stations can now be reached without changing, including an hourly service through Frankfurt Airport.

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EXTRA



Elka in Valley of Roses, photographed when she first escorted the author through Bulgaria

all are, no matter where we come from. The same desires, the same pleasures, the same anxieties."

"But when you travel with foreigners you learn something too."

"Two things I have learnt," says Elka. "First, how little we know about each other, in spite of books and television. Second, how much alike we

arranges freelance and self-catering holidays, with or without own or hired car. Personal guides like Elka, speaking perfect English, may be hired by the hour (£4.40) or the day (£9) or for longer periods at the main office of Balkantourist, 1 Vitoshka Boulevard, Sofia.

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date: 26th September 1985.

IVY SCHOOL, School Lane, North
31 - Group 1.

Initially for a mixed age Infant
preferred.

1000



Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

The following are required for 1st January 1986, unless otherwise stated, and the closing date is 19th September, 1985.

Secondary Schools
Forms/further details from/to the Headteacher at the School (SAE please).

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk (1224 on Roll - mixed)

HEADTEACHER - GROUP II

POULTON LE FYLDE BAINES HIGH (AIDED)
Highcross Road, Poulton le Fylde (830 on roll, inc 160 in 6th Form)

DEPUTY HEADTEACHER - GROUP 10

WHITWORTH HIGH
Halifax, Whitworth, Rochdale (450 on Roll)

DEPUTY HEADTEACHER - GROUP B

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham St. Annes. (1312 on Roll + 116 in 6th Form)

SCALE 4 - HEAD OF UPPER SCHOOL (5th & 6th FORMS) WITH SPECIAL RESPONSIBILITY FOR YEARS 8 AND 7. RECENT RELEVANT 6th FORM EXPERIENCE ESSENTIAL.

CHORLEY SOUTHLANDS HIGH
Clover Road, Chorley. (937 on Roll - 11-16 mixed)

SCALE 4 - HEAD OF CREATIVE ARTS FACULTY

LANCASTER OUR LADY'S R.C. (AIDED)
Morecambe Road, Lancaster. (968 on Roll, 11-16 mixed)

SCALE 3 - HEAD OF CHEMISTRY

LEYLAND WORDEN HIGH SCHOOL
Westfield Drive, Leyland, Preston (800 on Roll)

SCALE 3 - HEAD OF C.D.T.

ORMSKIRK GRAMMAR
Ruff Lane, Ormskirk (1080 on Roll)

SCALE 2 - ECONOMICS IN SIXTH FORM TO 'A' LEVEL

CHORLEY SOUTHLANDS HIGH
Clover Road, Chorley. (937 on Roll, 11-16 mixed)

SCALE 2 - MATHEMATICS AND COMPUTER STUDIES

CHORLEY ALBANY HIGH
Bolton Road, Chorley (950 on Roll, 11-16 mixed)

BURNLEY TOWNLEY HIGH
Townley Holmes, Burnley. (1103 on Roll, co-ed, 11-18)

SCALE 2 - MATHEMATICS

LANCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road, Lancaster. (968 on Roll, 11-16 mixed)

SCALE 1 - FRENCH, GERMAN AN ADVANTAGE.

Re-advertisement

PEWORTHAM ALL HALLOWS R.C. HIGH (AIDED)
Cabrée Avenue, Penwortham, Preston. (890 on Roll)

SCALE 1 - GRAPHICS WITH SPECIAL INTEREST IN C.D.T.

SKELMERSDALE ST. RICHARD'S R.C. HIGH (AIDED)
Tanhouse Road, Skelmersdale. (460 on Roll, mbrd)

SCALE 1 - ENGLISH

TARLETON COUNTY HIGH
Hestheth Lane, Tarleton, Preston. (750 on Roll)

SCALE 1 - SWIMMING TEACHER

Forms/further details for this post only from/to District Education Officer, Greetley Buildings, Derby Street, Ormskirk (SAE please).

ORMSKIRK GRAMMAR (CONTROLLED)
Ruff Lane, Ormskirk. (1080 on Roll)

TWO POSTS:

1. SCALE 1 - RELIGIOUS STUDIES TO 'O' and 'A' LEVEL

2. SCALE 1 - ENGLISH THROUGHOUT THE SCHOOL

SKELMERSDALE WEST BANK HIGH
Yewdale, Skelmersdale. (803 on Roll, mixed)

SCALE 1 - BOYS' P.E.

CHORLEY SOUTHLANDS HIGH
Clover Road, Chorley. (937 on Roll, mixed 11-16)

SCALE 1 - REMEDIAL

Re-advertisement

COLNE PARK HIGH
Veale Avenue, Colne (899 on Roll, 11-16 mixed)

SCALE 1 - ENGLISH, OR EARLIER IF POSSIBLE

SCALE 1 - ENGLISH WITH SOME BUSINESS STUDIES

SECONDARY ENGLISH

continued

NORTHUMBERLAND

BLYTH RIDLEY COUNTY HIGH
Blyth Avenue, Blyth NE64 2ST

Group 11, 13-18

Comprehensive. 940 pupils

Required for January 1986

to teach English to Year 10

and to direct and organise the work of the English Department

The person appointed will have the opportunity to teach through-out the school's use and ability range.

Removal expenses and lodging allowance may be payable.

Application forms (returnable 20.9.85) and further details send to: Headteacher, (16035) 133422

Headteacher, (16035) 133422

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NORTH YORKSHIRE

CROFTON COUNTY COUNCIL

ADAMSON GRAMMAR SCHOOL

100, Avenue, Harrogate

HAIGS

Comprehensive. 1,500 pupils

Required for January 1986

to teach English to Year 10

and to direct and organise the work of the English Department

The person appointed will have the opportunity to teach through-out the school's use and ability range.

Removal expenses and lodging allowance may be payable.

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COVENTRY CITY COUNCIL

Assistant Teachers

required January 1986 etc.

TILE HILL WOOD GIRLS COMPREHENSIVE SCHOOL, Nutbrook Avenue CV4 9PW. Tel. 0203 456726 (1407 on roll)

(a) **HOME ECONOMICS** Scale 1 well qualified teacher able to offer all aspects of Home Economics to mixed ability groups up to and including 16+. Please state specialist areas.

(b) **HEAD OF HOME ECONOMICS** Scale 4. A committed teacher wishing to take responsibility for the further development of an innovative department. Courses cover all aspects of Home Economics and the department of 6 make a significant contribution to Personal and Social Education Programmes.

COUNTON COURT SCHOOL & COMMUNITY COLLEGE, Northbrook Road CV6 2AH. Tel. 0203 335121. (1640 on roll)

MATHEMATICS Scale 1 to teach across the age and ability range in this lively and expanding department. Creche facilities available.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL, Abbey Road CV3 4BD. Tel. 0203 302580. (1393 on roll)

Required as soon as possible. **HISTORY** Scale 1 to teach subject throughout the school. Temporary appointment for 1 year to cover secondment.

SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE, Cox Street CV1 6NL. Tel. 0203 517556. (Social Priority School 1331 on roll).

Required as soon as possible. **ESL** Scale 1. Temporary 1 year appointment. Experience of 1st and 2nd stage ESL teaching essential. Ability to offer in-class support work desirable.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher of the school within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Conveying details.

an equal opportunity employer

Harrow Education Office, Teachers Staffing Section, Civic Centre Harrow, Middlesex.

01-863 5611 ext. 2736/2312

Supply Teachers

Applications are invited from qualified and experienced teachers who may be able to provide cover for sickness and other short term emergencies, particularly in the Mathematics/Science field.

Applicants should be available for at least three days per week and live within commuting distance of Harrow.

Application forms from and to be returned to Harrow Civic Centre by 23rd September 1985. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY MATHEMATICS continued

MID GLAMORGAN COUNTY COUNCIL EDUCATION DEPARTMENT
CYNON VALLEY DISTRICT
COMPREHENSIVE SCHOOL
Mynydd-y-Ddraig, Cynon Valley, Glamorgan. Tel. 01495 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of Mathematics to G.C.S.E. level.

Application forms to be returned by 18th September, 1985 obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Old Boys Grammar School, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

MID GLAMORGAN COUNTY COUNCIL EDUCATION DEPARTMENT
TEACHING STAFF
OWEN DISTRICT

COMPREHENSIVE SCHOOL
Owen, Glamorgan. Tel. 01495 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of Mathematics to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

NORFOLK

LYNN GROVE HIGH SCHOOL
Lynn Grove, Norwich, Gt. Yarmouth NR3 1AP. Tel. 01603 211613. (1985 on roll)

Required for January 1986. Scale 1 teacher of Mathematics and Computer Studies.

Letters of application with full C.V. and names of two referees to the Head Teacher at the school. Closing date 20.9.1985. (143401) 133422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
Camp Street, Salford M7 9LV. Tel. 0161 561111. (1985 on roll)

Required for January 1986 or earlier if possible. A qualified teacher of Mathematics/COMPUTER STUDIES.

Please send a.c. for application form and further details to the Head Teacher to whom completed applications should be sent by 10th September, 1985. (133422) 133422

ST. HELENS

METROPOLITAN BOROUGH PARK HIGH SCHOOL
First Lane, St. Helens WA9 1BT. Tel. 01924 561111. (1985 on roll)

Two main languages are taught throughout the school (French and German). Italian and Spanish are also taught. Applications from qualified teachers to share the teaching of French to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SUFFOLK

COUNTY COUNCIL
ST ALBANS HIGH SCHOOL
Daisy Road, Ipswich IP4 3NJ. Tel. 01462 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SURREY

EDUCATION COMMITTEE
MORRIS HILL SCHOOL
Morrison Road, Horsham, Sussex. Tel. 01323 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH C.E. HIGH SCHOOL
Leigh Road, Wigan WN1 1UB. Tel. 01925 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

Modern Languages

Heads of Department

ESSEX

THE SANDON SCHOOL
Sandon Lane, Chelmsford CM1 7JZ. Tel. 0201 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Old Boys Grammar School, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

ESSEX

MOLLAHAN HIGH SCHOOL
Brian Close, Chelmsford CM1 7JZ. Tel. 0201 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Old Boys Grammar School, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE
GEORGE HIGH SCHOOL
111-113, Newcastle Road, Newcastle upon Tyne NE2 5JL. Tel. 0191 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

NORFOLK

LYNN GROVE HIGH SCHOOL
Lynn Grove, Norwich, Gt. Yarmouth NR3 1AP. Tel. 01603 211613. (1985 on roll)

Required for January 1986. Scale 1 teacher of Mathematics and Computer Studies.

Letters of application with full C.V. and names of two referees to the Head Teacher at the school. Closing date 20.9.1985. (143401) 133422

SALFORD

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Required for January 1986 or earlier if possible. A qualified teacher of Mathematics/COMPUTER STUDIES.

Please send a.c. for application form and further details to the Head Teacher to whom completed applications should be sent by 10th September, 1985. (133422) 133422

ST. HELENS

METROPOLITAN BOROUGH PARK HIGH SCHOOL
First Lane, St. Helens WA9 1BT. Tel. 01924 561111. (1985 on roll)

Two main languages are taught throughout the school (French and German). Italian and Spanish are also taught. Applications from qualified teachers to share the teaching of French to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SUFFOLK

COUNTY COUNCIL
ST ALBANS HIGH SCHOOL
Daisy Road, Ipswich IP4 3NJ. Tel. 01462 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SURREY

EDUCATION COMMITTEE
MORRIS HILL SCHOOL
Morrison Road, Horsham, Sussex. Tel. 01323 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH C.E. HIGH SCHOOL
Leigh Road, Wigan WN1 1UB. Tel. 01925 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

HAMPSHIRE

BRUNEL PARK SCHOOL
Military Road, Gosport, Hants. PO2 3JL. Tel. 0235 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Old Boys Grammar School, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

MID GLAMORGAN COUNTY COUNCIL EDUCATION DEPARTMENT
TEACHING STAFF
RYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOL
Rymney Valley, Glamorgan. Tel. 01495 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

NORFOLK

LYNN GROVE HIGH SCHOOL
Lynn Grove, Norwich, Gt. Yarmouth NR3 1AP. Tel. 01603 211613. (1985 on roll)

Required for January 1986. Scale 1 teacher of Mathematics and Computer Studies.

Letters of application with full C.V. and names of two referees to the Head Teacher at the school. Closing date 20.9.1985. (143401) 133422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
Camp Street, Salford M7 9LV. Tel. 0161 561111. (1985 on roll)

Required for January 1986 or earlier if possible. A qualified teacher of Mathematics/COMPUTER STUDIES.

Please send a.c. for application form and further details to the Head Teacher to whom completed applications should be sent by 10th September, 1985. (133422) 133422

ST. HELENS

METROPOLITAN BOROUGH PARK HIGH SCHOOL
First Lane, St. Helens WA9 1BT. Tel. 01924 561111. (1985 on roll)

Two main languages are taught throughout the school (French and German). Italian and Spanish are also taught. Applications from qualified teachers to share the teaching of French to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SUFFOLK

COUNTY COUNCIL
ST ALBANS HIGH SCHOOL
Daisy Road, Ipswich IP4 3NJ. Tel. 01462 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SURREY

EDUCATION COMMITTEE
MORRIS HILL SCHOOL
Morrison Road, Horsham, Sussex. Tel. 01323 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH C.E. HIGH SCHOOL
Leigh Road, Wigan WN1 1UB. Tel. 01925 561111. (1985 on roll)

Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

WILTSHIRE

WILTON PARKWAY SCHOOL
Wilton Parkway, Swindon SN1 1JL. Tel. 01753 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

WILTSHIRE

WILTON PARKWAY SCHOOL
Wilton Parkway, Swindon SN1 1JL. Tel. 01753 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

MID GLAMORGAN

COUNTY COUNCIL EDUCATION DEPARTMENT
TEACHING STAFF
TAFFELOR DISTRICT

COMPREHENSIVE SCHOOL
Taffelors, Glamorgan. Tel. 01495 751111. (1985 on roll)

Required for September 1985 or as soon as possible thereafter. A qualified teacher to share the teaching of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

NORFOLK

LYNN GROVE HIGH SCHOOL
Lynn Grove, Norwich, Gt. Yarmouth NR3 1AP. Tel. 01603 211613. (1985 on roll)

Required for January 1986. Scale 1 teacher of Mathematics and Computer Studies.

Letters of application with full C.V. and names of two referees to the Head Teacher at the school. Closing date 20.9.1985. (143401) 133422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
Camp Street, Salford M7 9LV. Tel. 0161 561111. (1985 on roll)

Required for January 1986 or earlier if possible. A qualified teacher of Mathematics/COMPUTER STUDIES.

Please send a.c. for application form and further details to the Head Teacher to whom completed applications should be sent by 10th September, 1985. (133422) 133422

ST. HELENS

METROPOLITAN BOROUGH PARK HIGH SCHOOL
First Lane, St. Helens WA9 1BT. Tel. 01924 561111. (1985 on roll)

Two main languages are taught throughout the school (French and German). Italian and Spanish are also taught. Applications from qualified teachers to share the teaching of French to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

SUFFOLK

COUNTY COUNCIL
ST ALBANS HIGH SCHOOL
Daisy Road, Ipswich IP4 3NJ. Tel. 01462 561111. (1985 on roll)

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Required for January 1986. A qualified teacher of Mathematics/COMPUTER STUDIES. Applications from qualified teachers to share the teaching of Mathematics to G.C.S.E. level are available from the Head Teacher to whom they should be returned as soon as possible. (151603) 133422

WILTSHIRE

WILTON PARKWAY SCHOOL
Wilton Parkway, Swindon SN1 1JL. Tel. 01753 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

WILTSHIRE

WILTON PARKWAY SCHOOL
Wilton Parkway, Swindon SN1 1JL. Tel. 01753 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

WILTSHIRE

WILTON PARKWAY SCHOOL
Wilton Parkway, Swindon SN1 1JL. Tel. 01753 561111. (1985 on roll)

WARWICKSHIRE

COUNTY COUNCIL
ALCESTER HIGH SCHOOL
Gerard Road, Alcester CV3 5QJ. Tel. 01827 561111. (1985 on roll)

Required for January 1986. A qualified teacher of French to G.C.S.E. level.

Application forms to be returned by 18th September, 1985, obtainable on receipt of a stamped addressed envelope from the District Education Officer, District Education Office, Bunsyde, Hirwaun Road, Treynon, Aberdare, Glamorgan. Tel. 01495 751111. (1985 on roll)

WARWICKSHIRE IS AN EQUAL OPPORTUNITY EMPLOYER.

WARWICKSHIRE

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WARWICKSHIRE

INDEPENDENT
EDUCATION
continued

Modern Languages

Heads of Department

GLOUCESTERSHIRE

WYCLIFF COLLEGE
HMC Co-educational Day School
1500 pupils
Required for January 1986, a Head of Modern Languages, preferably with experience in the teaching of French and German, and with a good knowledge of the curriculum. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Wycliff College, Wycliff, Gloucestershire, GL10 3LQ. Tel: 01452 34332. (160303)

Other Assistants

BRIGHTON

RODEAN SCHOOL
Brighton
Required in January 1986 for Modern Languages Department, good honours graduate in German and French to be responsible for German up to University entrance level and to teach French. The successful candidate will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Rodean School, Brighton BN1 5RQ. Tel: 01273 81000. (160304)

KENT

BROMLEY HIGH SCHOOL
G.P.D.S.T.
Blackbrook Lane, Bromley, Kent BN1 5TW
Required IMMEDIATELY for German and French, conversation classes work, for O and A Level examinations. 5 hours per week.
Apply to the Headmaster, Bromley High School, Blackbrook Lane, Bromley, Kent BN1 5TW. (160305)

LONDON

ALLEYN'S SCHOOL
Dulwich
Independent, Co-educational Day School
870 pupils, 200 in the Sixth Form
Required for January 1986 or earlier, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Alleyn's School, Dulwich, London SE22 8SU. Tel: 0181 852 391. (160306)

SURREY

THE ROYAL NAVAL COLLEGE
H.M.C. 550 pupils (11-18)
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, The Royal Naval College, Dartmouth, Devon. Tel: 01323 31000. (160307)

SUSSEX

THE PRIORY SCHOOL
Brighton
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, The Priory School, Brighton. Tel: 01273 81000. (160308)

Pastoral

Other Assistants

OXFORDSHIRE

ST. ALBAN'S SCHOOL
St Albans, Herts.
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, St. Alban's School, St Albans, Herts. Tel: 0458 31000. (160309)

Physical Education

Heads of Department

LEICESTER

LEICESTER GRAMMAR SCHOOL
Leicester
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Leicester Grammar School, Leicester. Tel: 0533 31000. (160310)

Other Assistants

OXFORDSHIRE

OXFORDSHIRE SCHOOL
Oxford
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Oxfordshire School, Oxford. Tel: 01865 31000. (160311)

SUFFOLK

SUFFOLK SCHOOL
Suffolk
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Suffolk School, Suffolk. Tel: 01473 31000. (160312)

Science

Other Assistants

HAMPSHIRE

LORD WANDSWORTH COLLEGE
Wandsworth, London
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Lord Wandsworth College, Wandsworth, London. Tel: 0181 852 391. (160313)

SURREY

THE PRIORY SCHOOL
Brighton
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, The Priory School, Brighton. Tel: 01273 81000. (160314)

LONDON W10

WINDLEHAM HOUSE SCHOOL
Windsor, Berks.
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Windleham House School, Windsor, Berks. Tel: 01753 31000. (160315)

MIDDLESEX
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Middlesex School, Middlesex. Tel: 0181 852 391. (160316)

NORTHAMPTONSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Northamptonshire School, Northamptonshire. Tel: 01603 31000. (160317)

OXFORDSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Oxfordshire School, Oxford. Tel: 01865 31000. (160318)

SUFFOLK
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Suffolk School, Suffolk. Tel: 01473 31000. (160319)

Speech and Drama

Other Assistants

LONDON SW7

LONDON SW7
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London SW7 School, London. Tel: 0181 852 391. (160320)

Science

Other Assistants

HAMPSHIRE

LORD WANDSWORTH COLLEGE
Wandsworth, London
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Lord Wandsworth College, Wandsworth, London. Tel: 0181 852 391. (160321)

SURREY

THE PRIORY SCHOOL
Brighton
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, The Priory School, Brighton. Tel: 01273 81000. (160322)

Other than by Subject

Classification

Other Assistants

DUNDEE

HIGH SCHOOL OF DUNDEE
(HMC Independent)
TEACHER OF GEOGRAPHY
(re-advertisement)
Applications are invited for the above post.
Applicants should be well-qualified and experienced, or be eligible for registration with the GTC.
Candidates will be expected to teach at all stages of the respective department's work and to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, High School of Dundee, Dundee. Tel: 01382 31000. (160323)

NORTHAMPTONSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Northamptonshire School, Northamptonshire. Tel: 01603 31000. (160324)

OXFORDSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Oxfordshire School, Oxford. Tel: 01865 31000. (160325)

SUFFOLK
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Suffolk School, Suffolk. Tel: 01473 31000. (160326)

READING
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Reading School, Reading. Tel: 01235 31000. (160327)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160328)

WORCESTERSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Worcestershire School, Worcestershire. Tel: 01905 31000. (160329)

WARWICK SCHOOL
(H.M.C.; Assisted Places; 1,000 boys aged 7-19 years)
Appointment of
CHAPLAIN
for January 1986, or as soon as possible thereafter.
Further details may be obtained from the Headmaster's Secretary, Warwick School, Myton Road, Warwick, CV34 6PP. Tel: Warwick (0926) 482484. (160330)

LONDON W10
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W10 School, London. Tel: 0181 852 391. (160331)

Preparatory Schools

By Subject Classification

Art and Design

Other Assistants

LONDON

SOUTH HAMPTON LOWER SCHOOL
Southampton
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, South Hampton Lower School, Southampton. Tel: 0703 31000. (160332)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160333)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160334)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160335)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160336)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160337)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160338)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160339)

LONDON W8
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W8 School, London. Tel: 0181 852 391. (160340)

WEST SUSSEX

WINDLEHAM HOUSE SCHOOL
Windsor, Berks.
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Windleham House School, Windsor, Berks. Tel: 01753 31000. (160341)

MIDDLESEX
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Middlesex School, Middlesex. Tel: 0181 852 391. (160342)

NORTHAMPTONSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Northamptonshire School, Northamptonshire. Tel: 01603 31000. (160343)

OXFORDSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Oxfordshire School, Oxford. Tel: 01865 31000. (160344)

SUFFOLK
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Suffolk School, Suffolk. Tel: 01473 31000. (160345)

READING
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Reading School, Reading. Tel: 01235 31000. (160346)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160347)

WORCESTERSHIRE
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Worcestershire School, Worcestershire. Tel: 01905 31000. (160348)

WARWICK SCHOOL
(H.M.C.; Assisted Places; 1,000 boys aged 7-19 years)
Appointment of
CHAPLAIN
for January 1986, or as soon as possible thereafter.
Further details may be obtained from the Headmaster's Secretary, Warwick School, Myton Road, Warwick, CV34 6PP. Tel: Warwick (0926) 482484. (160349)

LONDON W10
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, London W10 School, London. Tel: 0181 852 391. (160350)

PREPARATORY
SCHOOLS
continued

Science

Heads of Department

CLEVELAND

SENIOR POST - HEAD OF DEPARTMENT - COMBINED WITH RESIDENT HOUSEMASTER/MISTRESS
Required for January by expanding IAPS co-educational school. Experience in C.E.S. & P.S.8. Junior form teaching or possible to teach single subject. Experience in games coaching and also in extracurricular activities. Salary in accordance with the School's scale. Applications should be sent to the Headmaster, Cleveland School, Cleveland. Tel: 01652 31000. (160351)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160352)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160353)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160354)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160355)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160356)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160357)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160358)

SURREY
Required for January 1986, a graduate to teach French and German in the Sixth Form. The successful candidate will be responsible for the co-ordination of the Modern Languages Department and will be expected to take part in the selection of staff and the development of the curriculum. The salary will be in accordance with the School's scale. Applications should be sent to the Headmaster, Surrey School, Surrey. Tel: 01273 81000. (160359)

APPOINTMENTS IN SCOTLAND

SCOTTISH VOCATIONAL EDUCATION COUNCIL

CHIEF
EXECUTIVE

£28,386 - £30,327 (under review)

The Scottish Vocational Education Council (SCOTVEC), established in March 1985, is the main national awarding body for advanced and non-advanced vocational qualifications in Scotland. As Chief Executive you will be responsible to the Council for the implementation of policy and the management of SCOTVEC activities, including the development of the new National Certificate. The brief includes the planning, allocation and control of staff and financial resources; and extensive liaison with other educational

establishments throughout the UK and prominent representatives of government and industry. You must have relevant experience in education or industry, ideally both; experience in managing an organisation undergoing substantial change will be particularly useful. For further details apply to: Dr. P. Clarke, Chairman, SCOTVEC, 22 Great King Street, Edinburgh EH3 6QH. Telephone: 031-557 4555

MORRISON'S
ACADEMY
HEAD OF PRIMARY
DEPARTMENT

There is a vacancy for Head of Primary. Applicants should have good experience in Primary Education and be registered, or eligible for registration, with the GTC. The successful candidate will be expected to play an active part in co-curricular activities. Salary for the post is above the Scottish National Scale. Applications, with curriculum vitae and the names and addresses of two professional referees, should be sent by Friday, 20 September 1985, to the Rector, Morrison's Academy, Crife, PH7 3AN, from whom further information may be obtained. (160360)

SCOTVEC

EDINBURGH
COLLEGE OF ARTGLASS
TECHNICIAN

Applications are invited for the appointment of a Technician Assistant for the Glass Department of the School of Design and Crafts. The Glass Department has facilities for hot and cold glass processes and applicants should have experience in one or the other, and should be able to assist students in those processes related to the applicant's experience. The main duties involve the issue of materials from stores, demonstrations, and the daily supervision of work-rooms under the direction of the lecturer-in-charge of the Glass Department, and to be responsible for maintenance of work-rooms, equipment and machinery. Salary Scale Grade 5, £8,581-£7,684, or Grade 6, £7,540-£9,015 (under review) depending on experience and qualifications. For further details and an application form, to be returned by 20.9.85, please write to Miss G. Eckford, Edinburgh College of Art, Lauriston Place, Edinburgh EH3 9DF, enclosing a self-addressed envelope. EDINBURGH COLLEGE OF ART IS A SCOTTISH CENTRAL INSTITUTION AND AN EQUAL OPPORTUNITIES EMPLOYER. (160361)

Thyrside
Regional CouncilEDUCATION DEPARTMENT
TEACHER POSTS

Teacher of Mathematics
KIRKTON HIGH SCHOOL, DUNDEE
LINLATHEN HIGH SCHOOL, DUNDEE
Teacher of Business Studies
GROVE ACADEMY, DUNDEE
HARRIS ACADEMY, DUNDEE
Application forms and full details of these posts are available from the Divisional Education Officer, Floor 6, Nethergate Centre, 35- Yeaman Shore, Dundee DD1 4BL to whom they should be returned not later than Monday, 23 September 1985. (160362)

LOTHIAN REGIONAL COUNCIL
Department of Education
Teaching Appointments

Applications are invited from registered teachers for the following posts:

Head Teacher	RESPONSIBILITY ALLOWANCE
Elphinstone Primary School, Tranent	£1,323
Gilmerston Primary School, Edinburgh	£3,744
Peterhead Primary School, Peterhead	£3,168
Principal Teacher: Forrester High School - Business Studies/Economics	£2,565
Teacher: Craigmount High School - Chemistry	Subject to Review

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum. Candidates should specify for which posts they wish to apply. Application forms and further particulars for all the above posts may be obtained from the Assistant Director (Finance and Manpower) Personnel Section, 40 Torphichen Street, Edinburgh, EH3 8JL. Closing date for applications is 20th September 1985. (160363)

SECONDARY SCHOOLS
Promoted Posts

PRINCIPAL

YOUTH & COMMUNITY
continued

EASTSUSSEX PORTLAND COMMUNITY COLLEGE
Chair Road, Portland, Dorset DT10 1JW
(Tel: 01303 415000)
Community Development Officer
Group 13
From January 1986, Scale III Teacher
A Youth & Community Tutor with relevant qualifications to work within the Community Education and Recreation Department to co-ordinate and develop the Youth Work, to support a range of Community Activities, to organise the community education scheme for students and to share the general administration of the Department.
Relocation grants in approved cases.
Applications from persons with relevant qualifications and experience should be sent to: The Acting Principal at the College (large size please).
Closing date: September 27 (1985) 440006

EASTSUSSEX
HASTINGS COLLEGE OF ARTS & TECHNOLOGY

Required as soon as possible for the post of Lecturer in Design, Scale I, £15,200, 087 + £10,200 p.a.
Applications are invited from suitably qualified and experienced youth and community workers to the post of WARDEN at the Grange Community Association, Hastings, East Sussex. The Grange is a voluntary organisation catering for all ages and interests but the Warden's priority is with the 13-18 age group.
Relocation grants in approved cases.
Application form and further details from the Training Officer, Hastings College of Arts & Technology, The Grange, East Sussex TN35 0LX. Tel: Hastings (0424) 453535. Closing date for receipt of forms 22nd September 1985. 440006

BIRMINGHAM
DIOCESE OF BIRMINGHAM

Youth Work Adviser
Applications are invited from persons with relevant qualifications and experience to the post of Youth Work Adviser for the Diocese of Birmingham. The post is a full-time position and involves working with the Youth Work Committee and the Youth Work Advisers in the various parishes of the Diocese.
Details and forms (returnable by 27 September) can be obtained from the Director of Education, Church House, Birmingham B2 4DP. Tel: 091 276 1111. Closing date: 22nd September 1985. 440000

CAMBRIDGESHIRE
SOUTH CAMBRIDGESHIRE DISTRICT COUNCIL

YOUTH WORKER
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CUMBRIA
COUNCIL OF DISTRICTS

EDUCATION COMMITTEE
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METROPOLITAN BOROUGH OF
Rochdale

An Equal Opportunity Employer
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EDUCATION DEPARTMENT

J172
COMMUNITY AND YOUTH WORKER
(EDUCATION/COMMUNITY)

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The postholder will liaise with the school Headmaster, the Community Council and the Youth and Community Service in providing a service to the community groups, young people, the unemployed in addition to offering guidance for playschemes and a wide range of community activities.

J173
TEMPORARY YOUTH WORKER FOR THE UNEMPLOYED
JNC Range 3 (Points 1-5) £7,856 - £8,844 plus £263 qualification allowance. (Pay Award pending)

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Education Youth Service
Principal Youth Worker
Bedford Youth House
Salary JNC 4 Points 1-5 (£9,087 - £10,209)

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Details and application form from: The Chief Education Officer (Youth Services), County Hall, Cauldwell Street, Bedford, or telephone Mrs Goodwin - Bedford 83222 Ext 339.

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A Nuclear-Free Zone

GLOUCESTERSHIRE
SOUTH GLOUCESTERSHIRE DISTRICT COUNCIL

Post No. C490009
Salary Scale: JNC Range 3, Points 1-5 (£8,844 - £10,209)
Salary award pending
Applications are invited from suitably qualified and experienced youth and community workers to the post of Youth Worker. The post involves working with young people in the community, providing advice and support, and organising activities.
Details and forms (returnable by 27 September) can be obtained from the Director of Education, South Gloucestershire District Council, 100, The Green, Gloucester. Tel: 01452 322222. Closing date: 22nd September 1985. 440000

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A Nuclear-Free Zone

LEEDS
LEEDS Y.M.C.A.

YOUTH AND COMMUNITY WORKERS
TWO POSTS
HAYTHORPE WOOD Y.M.C.A. OFFICE
OSMONDTHORPE Y.M.C.A. OFFICE
Experienced/qualified workers with Christian conviction required for busy youth centres in areas of need.
For information apply: Voluntary Secretary, Leeds Y.M.C.A. Office, Leeds LS16 6AY. (1985) 440000

CAMBRIDGESHIRE
SOUTH CAMBRIDGESHIRE DISTRICT COUNCIL

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A Nuclear-Free Zone

SUNDERLAND
SUNDERLAND EDUCATION DEPARTMENT
EDUCATION AND COMMUNITY SERVICE

YOUTH AND COMMUNITY LIAISON OFFICER
(J.N.C. Range 3 Points 1-5) £7,856 - £8,844
Applicants should be suitably qualified and experienced to be a liaison officer between the Education and Community Service and the Youth and Community Workers.
The successful applicant will be responsible for co-ordinating the work of the Youth and Community Workers and for providing advice and support to the Youth and Community Workers.
Details and forms (returnable by 27 September) can be obtained from the Director of Education, Sunderland Education Department, 100, The Green, Sunderland. Tel: 0191 322222. Closing date: 22nd September 1985. 440000

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A Nuclear-Free Zone

Y.M.C.A. NATIONAL COLLEGE

Training for Youth and Community Work
TUTOR
Are you someone who can:
• deal in ideas and concepts
• help people learn (particularly in one-to-one situations)
• teach people about working with individuals, groups, organisations or communities
• use your experience for learning?
We are looking for such a person to join a team of committed tutors at the Y.M.C.A. National College. He/she will be primarily involved in the initial training of mature students for youth and community work.
We would expect that the successful applicant will have a degree (or its equivalent) and experience that is relevant to youth and community work. He/she will also have undertaken some further study or research in the field of youth and community work. He/she should be a Christian and committed to social justice.
The appointment is due to commence from 1st January 1986. The successful candidate will be based at the Y.M.C.A. National College, 100, The Green, London E1 3JF. Tel: 01753 322222. Closing date for applications: 22nd September 1985. 440000

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MANUKAU TECHNICAL INSTITUTE
Auckland New Zealand

ELECTRICAL ENGINEERING LECTURER
A graduate engineer with industrial experience is required to teach a wide variety of subjects leading up to the New Zealand Certificate of Engineering (similar to HNC).
The successful applicant will probably have industrial experience in one or more of the following specialist fields: electronic control, microprocessor based systems, power electronics or software engineering. Every encouragement will be given to develop areas of interest and to initiate new courses.
Manukau Technical Institute was opened in 1970 and services the tertiary educational requirements of some ten thousand south Auckland students. The Department of Electrical Engineering offers a wide variety of courses, from trade to technician level. Currently the Department has six laboratories equipped with an extensive range of sophisticated equipment. The generous conditions of appointment include a twelve week annual leave allowance. Starting salary, depending on qualifications and experience, will lie within the range NZ\$22,105 to NZ\$30,881.
Written applications, including a full curriculum vitae together with the names and addresses of two referees, and a phone number where applicants can be contacted, should be forwarded to:
The Principal, Manukau Technical Institute, P.O. Box 61-086, Auckland, 6, NEW ZEALAND.
Closing Date: 14th September 1985 10.00am.

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OVERSEAS POSTS
continued

FRANCE
BATHURST SCHOOL OF PARIS
Coeducational 55 pupils ODA
Requires Head for April 1986
Post for 1986-87
Cope, a Master of Arts,
Bathurst College,
Bathurst, France
Details from the Clerk to the
School of Governors, British
School of Paris, 3, Quai de
Saïnt-François, 75001 Paris
Preliminary interviews will
take place in Oxford in October
1985. (13090) 440000

GERMANY
English teacher with excellent
knowledge of German required
for State School, Markt 29/31,
D-100 Aachen.
(16017) 460000GERMANY
Teachers for most subjects to
OCE 'A' or 'O' level required.
Also TEFL.
School with emphasis on Euro
Education, 5000 Koenig, W. Germany,
16165 460000IBIZA
Ibiza, Spain
Experienced E.F.L. teacher re-
quired for 1986-87.
Write: Mrs Baines, The En-
glish School, 5000 Koenig, W. Germany,
16165 460000Posts
Overseas

OVERSEAS POSTS continued

JAPAN
Well spoken lady teacher required for English and Maths. 1986. First appointment considered. English Centre, P.O. Box 1, Chofu, Shinjuku-ku, 162 Japan. 460000 (1984)

SPAIN
English young TEFL teacher required to start in October. Write: Oxford Centre - San Miguel 1, 5000 Zaragoza (Spain). Tel: 76-22 460000 (1987)

INDIA
MUSKORIE INTERNATIONAL SCHOOL
New residential school for girls (senior pupils) situated in Muskorie, a hill station resort at foot of Himalayas. Beautiful romantic area of natural beauty. Staff required for March 1986. Science & Maths teacher secondary level (1). A qualified teacher for computer studies. (1) 3 years contract offered with monthly salary paid holiday (Dec - Feb.) free accommodation and board and attractive terms of service. Applicants must have five years experience and experience in boarding schools abroad will be an asset. Applications are invited from men and women who should include recent photograph and a curriculum vitae. Apply to: Muskorie International School, 45 Roundhill Close, Syston, Leicester LE11 8PP (1985) 460000

KENYA
PHYSICS OR CHEMISTRY
To start 1st September 1985 or as soon after as possible. To teach London O and A levels; no other duties. Small private school; rent free house on premises; 10 miles Nairobi; car loan. Enquiries 06885 21705.
C.V. photo, 3 refs. to Dr. J.S. Dixon, c/o Brookhouse Drive, Woburn Green, Bucks. HP10 0QE (19847D)

SPAIN
E.F.L. IBIZA SPAIN
English language school requires teachers to teach English in the 8-18 age range. Parents and Accommodation arranged. Salary 70,000 p.a. per month. Apply to Mrs R. Taylor, Juan de Austria 85, 1025, Baleares, Spain. Tel: 0103471 510909. Photo C.V. and references. (1985) 460000

OMAN
Technical Lecturers

To £20K Tax Free

The new and well equipped Industrial Technical College, located near the sea and providing excellent campus facilities and family accommodation, urgently requires the following:

Head of Electrical & Electronic Engineering c.£20,000 Tax Free.

Min Quals: First degree in Electrical or Electronic Engineering with at least 12 yrs post degree experience including technical teaching and design. Admin.

Head of Mechanical Engineering c.£20,000 Tax Free.

Min Quals: First degree in Mechanical Engineering; experience as above.

Lecturer in Quantity Surveying c.£15,450 Tax Free.

Lecturer in Electrical Engineering (Power) c.£15,450 Tax Free.

Lecturer in Fittings & Machine Fabrication c.£15,450 Tax Free.

Lecturer in Electrical Engineering (Telecomms) c.£15,450 Tax Free.

Min Quals for all lecturers posts: relevant degree with at least 6 years post degree experience including technical teaching.

Contracts are 1 yr renewable; furnished family housing, flights and medical treatment are free and allowances are given for electricity, water and car.

Please send full C.V. immediately to John Steeds, ARA International, Fern House 1, 19 Maddox Street, London, W1R 6EY.

ARA
International
OVERSEAS RECRUITMENT DIVISION

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for January 1986
West Germany, Hong Kong, Cyprus and Gibraltar

Applications are invited for the following posts which will be vacant for January 1986. Service Children's Schools are designed to match the best of LEA provision in this country. Teachers must be fully qualified and have completed at least two years well attested experience in the UK.

Secondary Appointments

S1. Head of Year - Scale 3.

Gloucester School, Hohne, West Germany

An experienced and committed teacher is required to take responsibility for Year 3 and will move with pupils through Years 4 and 5 in successive years. Head of Year is expected to provide strong leadership in support of a team of tutors while assuming responsibility for academic progress and personal development of pupils. Participation in such areas as profiling, study skills, health education and counselling is expected. Candidates must demonstrate both knowledge and experience of at least one area of the national curriculum.

S2. History - Head of Department - Scale 2.

St John's School, Episkopi, Cyprus

A suitably qualified and experienced teacher is required to lead the History department. Applicants must be able to offer History at all levels up to GCE 'A' level. The HOD works within the Humanities department and the postholder must have sympathy with mixed ability teaching. Integrated Humanities and the Schools' Council course. A background knowledge or interest in Archaeology would be an advantage, as would some knowledge of computer applications to the subject.

S3. Computer Studies - Head of Department - Scale 3.

St John's School, Episkopi, Cyprus

A well qualified teacher of Computer Studies is required to take charge of and develop Computer Studies within the school. Computer awareness forms an integral part of the curriculum in all years of the school and public exams are taken at Ordinary and CSE levels. The department is very well equipped with BBC B micro and ECOTET facilities. The person appointed would be required to act as Advisory Teacher with responsibility for advice on micro-computers in all Service Children's Schools in Cyprus.

Primary Appointments

P1. Mathematics - Scale 3.

Sak Kong School, Hong Kong

An experienced teacher is required to have responsibility for Mathematics throughout the school. The person appointed will be required to act as Advisory Teacher with responsibility for advice on micro-computers in all Service Children's Schools in Cyprus.

Peru-Lima
Colegio San Silvestre

This leading international girls' school requires for March 1986 the following teachers:-

1. Geography to G.C.E. 'O' Level
2. Mathematics to G.C.E. 'O' Level

Candidates should be Graduates, male or female, single or teaching couples without children.

Salary based on Burnham plus 20%, with adjustments according to local inflation.

Return air fares, 3 year contract. Interviews London 21st October.

For further details please contact Miss D. Heard, Gabbittas-Thring Services Ltd., 6-8 Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734 0161. (1985)

Gabbittas-Thring

Teachers/Teacher Trainers
They're asking for you in Nepal, Tanzania and the Pacific.

Voluntary Service Overseas is looking for primary teachers to work as in-service teacher trainers, teachers of ESP, English, modern languages, maths, science, vocational subjects (commerce, secretarial skills, home economics, woodwork, metalwork, agricultural science) and specialist teachers of the handicapped to work in schools and colleges throughout the third world. VSO work - being carried out by some 1,000 volunteers at this moment - has a lasting effect in combating world poverty and hunger.

And each VSO worker returns richly rewarded by the two-year experience.

Applicants should be aged between 23 and 65, without dependants and willing to accept no more than the 'local' rate of pay.

As a VSO volunteer you should find little difficulty in obtaining leave of absence from your employer.

If you are unable to go, but you would like to support our work, there are still two things you can do: send a donation; become a VSO member.

(For more information, complete and return the coupon now.)

VSO also needs...
Builders, Carpenters, Diesel & agricultural mechanics, Physiotherapists, Midwives, Nurse tutors, Doctors, Community workers, Town planners, Fishery specialists, Librarians, Small business advisors, Craft specialists, Foresters, Electronics Technicians & others. Teachers (English, Maths, Science & technical subjects, Home Economics & Commerce). Specialist teachers of the handicapped... and many more.

I'm interested in volunteering. My qualifications or experience are:

Please send details about VSO membership to:
I enclose a donation of £5/£10/£15/£20. ☐
Access/Visa No. ☐

Name
Address

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW. (22a S.A.E. appreciated.) Charity No. 313757. TES/819

VSO
is working overseas

LAMCO

As managing agent for LAMCO, Granges International Mining of Sweden, offers the following appointment in Liberia, West Africa.

Teacher: International School

(Full British curriculum, children ages 12-16)

Responsible for administration and teaching of English courses provided by the World-wide Education Service (the Company's schools being WES affiliated). Also to teach English to Swedish pupils. Ability to teach all subjects is essential, including one language and Science. Also ability to teach arts and crafts. Should have appropriate degree plus teaching qualification or teaching degree. At least five years teaching experience.

The position offered is suitable for a single man or woman who is preferably able to take up the appointment immediately. Age range about 28-40. Benefits include: Free housing (furnished or unfurnished at low rent); Free medical attention; Annual salary review. Non-contributory pension scheme; Settling-in and transportation allowances. Contract renewal bonus effective after twelve months service, counted from date of employment. Annual leave. Salary, which is negotiable, will be paid in U.S.A. Dollars (subject to local tax).

The LAMCO Joint Venture operates iron ore mines at Mount Nimba, 170 miles inland. Yekpa and Buchanan are the industrial and residential complexes run by the company. The iron ore is transported by railroad to the port of Buchanan. There is one small international school at each community. English is the official language.

Please send your application and all relevant details about training, qualifications and experience to:

GRANGES INTERNATIONAL MINING

(Dept TES 3), Linen Hall, Room 643, 162-166 Regent Street, LONDON W1R 7FD.

OVERSEAS POSTS continued

KENYA
KENTON COLLEGE
Nairobi
Well known preparatory school requires for January 1986 two teachers in Maths with Computers and French. Two year contracts renewable. Salary and pension cover etc. Both are residential posts and applicants should be prepared to accept curricular duties expected. Apply with CV plus photo and names and addresses of two referees to Headmaster, P.O. Box 50017, Nairobi, Kenya. (1984) 460000

KENYA
Greenacres School, Nairobi
Well known boarding school for boys and girls. Requires for January 1986 a Physics up to 'O' level standard and lower school General Science Teacher to start as soon as possible. Apply with CV plus photo and names and addresses of two referees to Headmaster, P.O. Box 50017, Nairobi, Kenya. (1984) 460000

SOUTH AUSTRALIA

The South Australian Government is making available in 1985 a

FELLOWSHIP IN TRANSPORT RESEARCH.

Tenable for up to two years at the Flinders University of Adelaide or the South Australian Institute of Technology.

Status and salary. Applications for the Fellowship are invited from persons who hold at least a Master's Degree and who have an interest in Transport Planning or research.

A stipend will be up to \$25,400 p.a. depending on qualifications and experience of the successful applicant.

Further information is available from the Secretary, Transport Research Committee, Department of Transport, P.O. Box 1999, Adelaide 5001, South Australia.

Applications in quadruplicate should contain the names and addresses of two referees and state clearly the qualifications, experience and research interests of the applicant and should reach the Secretary not later than 30 September 1985. 460000

SPAIN
The Oxford House School in Catalonia in N.E. Spain is expanding and needs a couple more EFL teachers for October 1985. Minimum requirements are: some TEFL experience, TEFL qualification, a working knowledge of Spanish or Catalan.

Please send full CV, photo and tel. no. to post box 20, Corroze 271, St. Vendrell (Tarragona), Spain. For more short listed candidates will be contacted by phone and interviewed either in Catalonia or in Oxford, England at the end of September. Don't apply if you can't make the interview. (1985) 460000

SPAIN
Qualified/Experienced TEFL teachers (3) Required from Oct 1985. Good salary. Renewable 1 year contract. Interviews in V.I. 1985. Write with C.V. 7, Westlands, Brampton, Dorset BH13 8BY. (1985) 460000

UNEMPLOYED? Why not teach well-motivated children in an exciting country? Defence Education Officers (DEOs) are needed for September/October. Private schools, small classes, all ages. Opportunity to teach, travel and explore. Fascinating work. Salary up to £10,000 p.a. more. Tel: 0703 68847 (evenings). (1985) 460000

SRILANKA

INTERCULTURAL PROGRAMME FOR TEACHERS IN SRILANKA
Be a part of an international volunteer teacher programme for one year starting January 1986, receiving local salary and living allowances.
For details and application form contact: Intercultural Educational Prog. Scheme, Seymour House, London W1H 9PE. Tel: 01-468 5465. 460000

SWITZERLAND

Well known British girls' public school has a vacancy for a GAMES & P.E. Teacher as from January 1986. Apply with full C.V. and names, addresses and phone numbers of three referees to: The Principal, St George's School, 13111, Chaux-de-Fonds, Switzerland. (1984) 460000

Administration Local Education Authority

CALDERDALE
Well known British girls' public school has a vacancy for a GAMES & P.E. Teacher as from January 1986. Apply with full C.V. and names, addresses and phone numbers of three referees to: The Principal, St George's School, 13111, Chaux-de-Fonds, Switzerland. (1984) 460000

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ilea Inner London Education Authority

Education Officer: William H. Stubbs
Chief Inspector: David H. Hargreaves

These posts are available because of promotions and retirements and recent important changes in the structure of the Inspectorate.

In May 1986 the IEA will become the first directly elected Education Authority. These posts provide opportunities to contribute to the development of education in Inner London as part of an experienced team of some 140 professional educationalists.

Candidates of the highest calibre are now sought for the following posts, some of which are new. Applicants must demonstrate a thorough understanding of education practice and have a commitment to the Authority's policies on equality of opportunity (race, sex, and class).

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

Chief Inspector (Schools)

This post will become vacant on the retirement of Mr. T.F.B. Jagger. The successful applicant will advise the Chief Inspector on all inspectorate matters relating to the Authority's primary, secondary and special schools. She/he will be responsible for over 60 inspectors with district responsibilities in the Authority's ten divisions and will be supported by three senior staff inspectors.

She/he will also liaise with a variety of subject specialist inspectorate teams with particular curricular remit.

The person appointed will be responsible for leading the implementation and integration of the recommendations arising from the Hargreaves, Thomas and Fish reports on secondary, primary and special education respectively.

The post provides an exceptional opportunity for an outstanding person to play a key role in the development of schools in the capital city.

Salary range: £27,483—£29,922
plus £1,494 London Weighting Allowance

Staff Inspector (English)

To lead and co-ordinate the work of a vigorous and imaginative team of Specialist Inspectors, Wardens and Advisory Teachers. She or he will be responsible for developing all aspects of English in the Authority's Schools and will also advise as necessary in respect of establishments of higher and further education.

Applicants should have good academic qualifications, substantial experience in teaching and advisory work and an extensive knowledge of recent developments in the subject.

Staff Inspector for Careers Education & Guidance

To lead a team to advise upon and inspect all aspects of careers education in secondary schools, special schools and colleges of further and higher education.

Applicants should have appropriate academic qualifications together with substantial relevant experience as a careers adviser/teacher/lecturer/officer.

Staff Inspector for Science and Technology in Further and Higher Education

To inspect, advise upon and to co-ordinate the work of specialist inspectors in, construction, engineering, physical/biological sciences, and the new technologies, in the post-school sector. The person appointed will contribute as a specialist in one of these fields.

Staff Inspector for Business Education

To inspect and advise upon business education and to co-ordinate the work of three inspectors for business education in the Authority's schools, colleges and polytechnics. The person appointed will contribute as a specialist in one of the main fields of business, law, and management education.

Staff Inspector (Equal Opportunities)

To co-ordinate the work of the Inspectorate in relation to equal opportunities (race, sex and class). The person appointed will lead a group of inspectors for multi-ethnic and anti-racist education and the inspector with responsibility for equal opportunities (sex/gender). A proven record of achievement in the field of equal opportunities and substantial teaching and advisory work are required.

Salary range for the above Staff Inspector posts: - £21,540—£23,358
plus £1,494 London Weighting Allowance

Inspector for Business Education (District Rank)

To inspect and advise on business education and related studies in schools, colleges and polytechnics. Wide experience of the field and a particular interest in the applications of microtechnology are required.

Inspector for General Education in Further, Higher and Community Education (District Rank)

To inspect and advise on a wide range of general and prevocational courses in the Authority's Further Education Colleges. Knowledge of MSC/YTS developments and of provision in further and adult education for the disadvantaged and those with special educational needs is required. Applicants should have a record of curriculum innovation.

District Inspector Pastoral Education

The successful applicant for this newly established post will inspect and advise upon pastoral care and further the staff development/INSET for heads of year and heads of house in Secondary Schools. Appropriate qualifications in and substantial experience of personal and social education in schools and advisory work are essential.

Salary range for the above District Rank posts: - £19,884—£21,540
Plus £1,494 London Weighting Allowance

Inspector for Bilingual Education

To be responsible for advising on and supporting bilingual education for younger children. Applicants should have experience of teaching and learning in primary (nursery/infant/junior) schools; language development in young children

London Borough of Croydon Education Committee

APPOINTMENT OF CHIEF INSPECTOR

(Salary £18,837-£20,187 inc. London Allowance)

The Chief Inspector is responsible for the inspection of educational standards in schools and colleges in Croydon, and has a major responsibility for curriculum development and in-service training.

Applications are invited from graduates with appropriate teacher/research/inspection experience for this key post tenable from 1st February 1986.

Application forms, returnable by Friday 27th September 1985, and further particulars of the post are available from the Director of Education, Education Department, Taberner House, Park Lane, Croydon, Surrey CR9 1TP, (Telephone 01-886 4433, Ext. 2251) who will be pleased to discuss the post with potential applicants.

(9391)

ADMINISTRATION - LEA continued

DERBYSHIRE EDUCATION COMMITTEE COUNTY ADVISOR FOR NURSERY EDUCATION SOULSBURY SCALE EQUIVALENT TO BURNHAM HEADSHIP GROUP 9

Applications are invited from well-qualified and experienced persons for this post. Candidates should have experience of the management, organisation and curriculum planning of nursery schools and classes and some experience of planning or assisting with in-service training. The advisor will be responsible for the provision of general advice and support for nursery and pre-school education in the county. The post is based in Matlock.

There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances. An essential user car allowance is available.

Application forms and further details may be obtained from the Director of Education, County Offices, Education, DE4 5AG (Tel: 0569 3411, Ext. 5451).

Applications should be made as soon as possible and not later than 16 September 1985. Applications will not be acknowledged unless stamped and addressed envelopes are supplied.

Derbyshire County Council is an Equal Opportunity Employer. 480000

DERBYSHIRE
HEAD OF DERBYSHIRE
EDUCATIONAL SOFTWARE
Please see Display advertisement. Secondary Education Computer Studies, 480000

COUNTY EDUCATION OFFICE EDUCATION OFFICER (Schools)

S.M. Grade 2 £19,137-£21,129 p.a.

Applications are invited from graduates with experience in teaching and in the administration of education at a senior level.

The post of Education Officer (Schools) entails acting as the senior professional representative of the County Education Officer in one or more administrative areas of the County but also assisting with, or being responsible for, assignments on a wider, including County-wide, basis. The eight senior officers occupying the post of Education Officer (Schools) operate as a team and the balance between local territorial duties and County-wide duties in individual cases will vary. The person appointed will be based at the County Education Office, Chelmsford.

Previous applicants will automatically be reconsidered. Closing date September 20th, 1985.

PRINCIPAL OFFICER (Major establishments of Further Education) PO 5 £15,111-£16,194 p.a.

Applications are invited for this new post in the Further and Community Branch.

The main duties of the post will be concerned with the staffing of colleges, student and staff records and budgetary control systems for in-service training provision. Applicants must have sound experience in further education and/or industry and/or administration. A knowledge of the application of Management Information Systems would be helpful.

Closing date September 27th, 1985.

Application forms and further details for the above two posts available from (see please) the County Education Officer (P), P.O. Box 47, Chelmsford, Essex CM1 1LD. (Chelmsford 287222, Ext. 2828).

(9398)



For the following posts, applications from employees of the GLC or MCC's with relevant experience will be welcome.

EDUCATION DEPARTMENT Assistant Education Officer

(Primary Schools) - Post Ref. E.103
£15,111 - £16,194

The appointee will be responsible for the day to day management of the Authority's 105 Primary Schools. Applicants should be graduates with a good teaching background and preferably have successful experience of Local Education Authority Administration.

Assistant Education Officer

(Building and Development) - Post Ref. E.106
£15,111 - £16,194

This is a re-advertisement and previous applicants will automatically be reconsidered unless we hear to the contrary. The appointee will be responsible for compiling the Capital and Planned Maintenance Programmes for Building Works and will be expected to liaise with other officers of the A.A. on Development Work, including future planning for the rationalisation of school/college accommodation.

Applicants should preferably be graduates with good teaching experience and/or local authority administrative experience.

Application forms and further details from the Establishment Officer, Town Hall, Barnsley, S70 2TA. Telephone Barnsley 20322 Ext. 2106.

Closing date 20th September, 1985.

BARNSELY

METROPOLITAN BOROUGH COUNCIL.

EDUCATION

Chief Adviser (Soulbury Head Teacher Group 12)

Applications are invited for this important and challenging post from graduates with broad and varied experience of teaching, management at a senior level in schools and/or colleges, and preferably advisory work. The Chief Adviser is a member of the Senior Management Team of the Department. He leads the County's team of educational advisers and has particular responsibilities for overall in-service provision and curriculum development within the County.

The post is based at County Hall in Hertford and the successful applicant will be expected to take up the appointment on 1st January 1986.

Application forms and further particulars are available from the County Education Officer, County Hall, Hertford, SG13 8DF, quoting reference DMS/25.

Closing date: 17th September 1985.

(9337)



Hertfordshire
County Council
An Equal Opportunity Employer

DIRECTOR OF EDUCATION

Salary: £24,582 - £26,970

The present Director of Education is retiring later this year. Applicants for this Chief Officer post should possess a good honours degree and have had appropriate teaching experience and managerial experience at a senior level within the Education Service.

Further details and application form available from the Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent. NP44 2XH.

Closing date: 27th September, 1985.

(19091)



Education General Adviser for Primary Education

Soulbury Scale Equivalent to Burnham Headship Group 9

Applications are invited from well-qualified and experienced persons for this post which has arisen as the result of the present holder being appointed H.M.I. Candidates should have experience of the management, organisation and curriculum planning of primary schools and some experience of planning or assisting with in-service training in primary education. The adviser will be responsible for the provision of general advice and support for primary schools in the north-west of the county, based in Euxton. There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances. An essential user car allowance is available.

Application forms and further details may be obtained from the Director of Education, County Offices, Matlock, DE4 5AG (Telephone 0529 3411 Ext. 9426).

Applications should be made as soon as possible and not later than 16 September 1985. Applications will not be acknowledged unless a stamped and addressed envelope is supplied.

DERBYSHIRE COUNTY COUNCIL IS AN
EQUAL OPPORTUNITY EMPLOYER



County Education Department APPOINTMENT OF COUNTY LANGUAGES ADVISER (Based at Dorchester)

Applications are invited for the above post, which becomes vacant on 1 January, 1986, from candidates with substantial and appropriate teaching experience and knowledge of current thinking and practice.

The postholder will be expected to have fluency in a minimum of two modern foreign languages; willingness to offer some support to 'classroom teachers' could be an additional recommendation.

Salary £14,864 to £15,983.

Application forms returnable by 20 September 1985 and further details from the County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester 69131 ext. 4171. Please quote post-00514X.



Dorset
County Council

London Borough of Merton Education Department Required for January 1986

Two General Inspectors Salary Burnham Group 9 Headteacher plus London Allowance of £1,035 (award pending)

Applications are invited from well-qualified teachers and lecturers in senior positions in schools and colleges who can offer specialist expertise in one or more of the following areas:-

Science, English, Craft, Design & Technology, Art, Physical Education, Business Studies, Home Economics and Religious Education

To join a small, committed and hardworking inspection team, the posts will carry subject specific responsibilities; the LEA is equally interested in appointing candidates who have a broad general knowledge of education covering all ages, the whole curriculum, examinations and the management and organisation of schools and colleges.

Write to the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 6DX for application forms and further particulars. Application forms should be returned to the Director of Education to arrive not later than Wednesday, 28th September, 1985.

Merton is an Equal Opportunities Employer.

(9209)

Education General Inspector (Curriculum Specialist)

(4 Posts)
Soulbury H.T. Group 9 £15,792-£17,112 p.a.

Primary Phase
Applicants should be well qualified and experienced for this challenging post in the Advisory and Inspection Service (due to the retirement of the present postholder). Nottinghamshire is committed to an expanding programme of curriculum and professional development. Candidates (male or female) are sought who, from a broad base of relevant skills and understanding, can contribute fully to this comprehensive programme as it relates to the field of primary education. This is a re-advertisement and previous applicants need not re-apply.

Multi-Cultural Education
(Re-advertisement)
Ref: A12/MC/145

Humanities
(Re-advertisement)
Ref: A12/H/145

Mathematics
(Re-advertisement)
Ref: A12/M/145

Well qualified and experienced candidates (male or female) are sought for these important posts within the Authority's Advisory and Inspection Service. The successful applicants will contribute to an expanding programme of curriculum and professional development with a specific focus on the above areas. The persons appointed will need to develop strategies which review practice and challenge and support teachers. This will involve working closely with other colleagues in the wide range of curriculum and professional development tasks. Of particular importance will be the task of attitudinal development amongst colleagues at all levels within the service. For the re-advised posts previous applicants should indicate if they wish their application to be brought forward.

For the above posts relocation expenses where appropriate. Application forms and further details for the above posts are available from the Director of Education at County Hall.

Please include a 17p stamped addressed envelope (11cm x 22cm).

Closing date 20 September. Please quote appropriate post title and reference when applying.

An Equal Opportunity Employer.



Nottinghamshire
County Council
County Hall - West Bridgford
Nottingham NG2 7QP

Education

Senior Assistant Education Officer

(County Co-ordinator of Multi-Cultural Education)
Salary - £16,401-£17,780 per annum.
This is a newly established post in the field of multi-cultural education. Candidates should be graduates with successful teaching and administrative experience and be able to demonstrate that they possess the sound management professional skills required for this post.

Essential user car allowance. Car loan scheme. Approved removal expenses paid.

Professional Assistant (Schools)

Salary Grade S01/2 (£9,477-£11,025).

Applicants should be suitably qualified graduates with teaching experience. The post will be of interest to teachers seeking an initial appointment in Local Education Authority administration. Essential user car allowance. Car loan scheme. Approved removal expenses paid.

Application forms and further details for the above two posts from D. P. J. Browning CBE, MA, Chief Education Officer, County Hall, Bedford, MK42 9AP or telephone Bedford 63222 Ext 383.

Closing date: Friday 20th September 1985.
The Council is an Equal Opportunity Employer.



County Adviser for In-Service Training and Curriculum Development

£15,792 - £17,112 p.a.
(subject to April 1985 pay award)

Qualified teachers with experience either in advisory work or in a senior school post are invited to apply for this vitally important position, which falls vacant at the moment when a major expansion of in-service training coincides with the issue of the Authority's statement 'Developing the Curriculum in Cornish Schools'. Required from 1st January 1986.

Application form and further details, on receipt of a stamped addressed envelope, from the Secretary for Education, Room 207, New County Hall, Truro. Closing date 23rd September 1985.

(13211)



ADMINISTRATION - LEA continued

HAMPSHIRE EDUCATION COMMITTEE CAREERS SERVICE TRAINERS CARRIERS ADVISERS (two posts)

Starting Salary £5,254 rising on successful completion of training to £6,900 and on the successful completion of a further probationary year to £7,550.

Careers Advisers play an important role in helping young people and their parents to take up a post appropriate to their career plans. Successful applicants will undertake a short period of on-the-job training before being seconded from January 1986 to a one year full-time training course leading to the award of the Diploma in Careers Guidance.

Applicants must hold a degree, HND or equivalent qualification, have at least one years post qualification work experience and have recent experience of working with young people. The successful applicant on completion of training must be prepared to take-up a post anywhere in Hampshire and undertake a minimum of two years service.

For further details please write to Careers Service HQ, Education Department, The Castle, Winchester SO9 5UG or Tel: Winchester 84411. Ext. 370 quoting reference 10.

Closing date 23rd September 1985. (16255) 480000

HUMBERSIDE COUNTY COUNCIL EDUCATION DEPARTMENT

ADVISORY & SUPPORT SERVICES

(1) GENERAL ADVISER (PRIMARY EDUCATION)

Soulbury H.T.10

Salary £16,824 - £18,141

Applicants should have appropriate qualities and experience, preferably including Headship experience, to assist in the work of the Advisory Team of this large Authority. The post is based in the Hull Division of Humberside.

(2) GENERAL ADVISER (POST COMPULSORY EDUCATION)

Soulbury H.T.10

Salary £16,824 - £18,141

Applicants should have appropriate qualities and experience to assist in the work of the Advisory Team generally throughout the Post Compulsory sector. Special expertise in BUSINESS EDUCATION, including the use of modern information technology, is required and in this field the Adviser's responsibilities will also cover work in schools particularly in the 13-18 age range. Experience in both schools and colleges of further education would be an advantage. The post is based in the Hull Division of Humberside.

The above notices are re-advertisements of posts originally described as General Adviser (Primary/Junior Years) and General Adviser (Business Studies & Careers Education) which were first advertised in April this year.

The creation of these posts depended on the Secretary of State's approval of plans to re-organise schools in the Hull Division of Humberside and the approval has now been given. Previous applicants have been sent slightly revised further particulars and asked whether they wish to remain as candidates. It is hoped that the successful candidates will be able to take up posts not later than the 1st January, 1986.

The closing date for applications is September 24th 1985.

PROFESSIONAL ASSISTANT (POST COMPULSORY)

(Post Ref 001129)

SALARY: PRINCIPAL OFFICER'S RANGE

£11,280 - £12,168

(points 33-36)

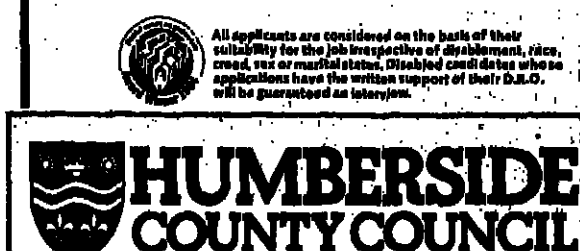
Required as soon as possible a Professional Assistant to contribute to the work of the Post Compulsory branch.

The Authority is seeking honours graduates with successful teaching/lecturing experience. Previous experience in administration is not essential, but it is expected that applicants will be looking to make a career in educational administration.

The closing date is 27th September 1985.

To obtain application forms and further details of all the above posts, please write enclosing a stamped addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley. HU17 9BA.

(9027)



EDUCATION DEPARTMENT

Professional Assistants (2)

PO 2 £11,259-£12,243 + London Weighting
+ Essential Car User Allowance
(Pay award pending)

Applications are invited from well-qualified teachers with at least five years successful teaching experience for the above posts (2 vacancies), from 1st January 1986 or sooner, if possible.

The duties attached to the post are professional and managerial covering a variety of aspects of the work of the Education Department. Successful candidates will be offered a planned programme of career development which will involve working in different Branches of the Department under the direction and guidance of an experienced Senior Education Officer.

You must have an understanding of the educational needs of children and young people, an ability to get on with people, and should have already reached a position of responsibility within teaching.

Please quote ref: GE 7029.

Applications from employees of the GLC or MCC's with relevant experience will be welcome.

Application forms and further details obtainable from Recruitment Officer, Town Hall, Forest Road, Walthamstow E7 4JF. Telephone: 01-631 8899 (24 hour answering service).

Closing date: 20th September, 1985.

(9394)

AN EQUAL OPPORTUNITY
EMPLOYER
Applicants are considered on the basis of their suitability for the post regardless of disability, sex, race and marital status.



Waltham
Forest

City of Newcastle upon Tyne Education Committee

PRINCIPAL ASSISTANT EDUCATION OFFICER

(FURTHER EDUCATION AND TRAINING
INITIATIVES)
PO1(6-9) £12,885-£14,025

Applications are invited from persons with suitable qualifications and experience for this senior professional post in the Education Dept. The vacancy arises on the promotion of the present postholder to a more senior post in another Authority. Postholder will gain experience of the full range of professional further education work and will lead on the co-ordination of training initiatives for young people. Previous experience at a professional level in an education dept. is preferable. Relocation expenses are available.

Application forms and further particulars from the Director of Education, Civic Centre Barras Bridge, Newcastle upon Tyne, NE1 8PU. Closing date 23rd September 1985.

(16729)



City of
Newcastle upon Tyne
This is an Equal Opportunities Advertisement

Applicants are considered on the basis of their suitability for the post, regardless of ethnic origin, sex, marital status or disability.

Education Senior Careers Officer Unemployment Specialist

Required to work as an Unemployment Specialist in the Luton Careers Office.

The successful applicant will specialise in the unemployment problems of young people, and must have the ability to empathise with unemployed youngsters and to work with them in a variety of settings. The Senior Careers Officer would be expected to undertake development work across the County, and to explore new methods and help set up projects relating to the unemployed and youngsters at risk.

Other duties include persuading firms to employ additional young people or to create opportunities under the Youth Training Scheme, and the provision of a guidance service for trainees on the scheme. The ability to deal confidently with employers is an essential requirement of the post.

Salary Grade Spale 6 £8,979-£9,591

Application forms obtainable from The Head of Manpower Services, County Hall, Bedford. Tel: Bedford 63222 Ext 107. Closing date 20 September 1985.

The Council is an Equal Opportunity Employer

(9021)



SENIOR ADMINISTRATOR

£11,280-£12,168

For this post based in the West Devon Area Education Office, Plymouth you should be suitably qualified to provide support at a senior level in the administrative arrangements relating to schools admissions. The successful applicant will have responsibility for all aspects of the appeals procedures in accordance with the Education Act 1980 and 1981 and will represent the Authority on these matters.

Application form and further details (see please) from Chief Education Officer, County Hall, Exeter, EX2 4QG for return by 20 September 1985.

DEVON



ISLE OF WIGHT COUNTY COUNCIL

EDUCATION SERVICE

PRINCIPAL ADMINISTRATIVE OFFICER

(STAFFING, ADMINISTRATION AND FINANCE)

Salary PO3 (35-38) £11,850 - £12,885

Applications are invited from candidates with substantial administrative experience to lead one of the three major sections in the Education Department. Previous experience must include involvement with the personnel function of the education service, both teaching and non-teaching and especially the application of the Burnham Report in relation to teachers' salaries. Candidates should hold a final administrative qualification such as D.M.A., A.C.I.S.A. or a suitable degree. The appointment will be effective from January 1986.

Further information and application forms are available from the County Personnel Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom completed forms should be returned by 21 September 1985.



Suffolk County Council

EDUCATION DEPARTMENT COUNTY MODERN LANGUAGES ADVISER

POST NO. E256

Southern HT Group 6 - £14,884-£15,883 per annum

Suitably qualified candidates required at County Hall, Ipswich, from the beginning of January 1986. In addition to wide specialist subject responsibilities and the opportunities that this will afford, the successful candidate will also be able to contribute to the educational initiatives being taken in Suffolk through the Area team as pastoral adviser to a number of primary and secondary schools. Applicants should have a broad experience of and enthusiasm for the full range of school curricular activities, and should possess a good degree in modern languages.

Application forms and further details (SAE please) are available from the County Education Officer, Education Department, St. Andrews House, County Hall, Grimwade Street, Ipswich IP4 1LJ.

Closing date: 20 September 1985.

PRINCIPAL CAREERS OFFICER

PO3 £13,542 - £14,682 inclusive.

Applications are invited for this important post carrying responsibility for the management and development of the Authority's Careers Service within the Education Department.

The Careers Service is based in the City Centre, Exeter, and also has district careers centres in Hays and Pylip. There are 25 staff in the service covering the full range of careers guidance and placement work with schools, further and higher education, employers and YTS agents.

Applicants should have experience at a senior level within an LEA Careers Service, must hold the appropriate professional qualification and should be keen to meet the challenge of teaching and developing the vital service in Exeter.

Salary benefits may be available and can include 75% removal expenses, legal fees for house purchase (maximum £800) and temporary lodging allowance.

Further details and application forms available from the Personnel Officer, County Hall, High Street, Exeter, EX1 1UW. Telephone Exeter (0392) 825294 for 24 hour answering service available. Closing date: 20 September 1985.

This post is subject to the LM/GBC ring-fenced procedure. With their agreement it is now being offered on an unrestricted basis. Applications from anyone with appropriate qualifications and experience, but not currently employed by the GLC or MCC, will be welcomed.

Applications should be sent to the Personnel Officer, County Hall, High Street, Exeter, EX1 1UW. Telephone Exeter (0392) 825294 for 24 hour answering service available. Closing date: 20 September 1985.

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Somerset County Council

SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE
Canington, Bridgwater

CHIEF ADMINISTRATIVE OFFICER

(Salary scale: PO2, £11,604-£12,513)

Applications are invited for the post of Chief Administrative Officer with duties and responsibilities which include:

- financial and administrative support for the Principal and Senior Management;
- the overall control of the College administration including financial, statistical and personnel activities;
- the provision of a range of student and other support services;
- acting as Clerk to the Governors and being responsible for the secretariat of the Academic Board.

The College is responsible for providing a wide and growing range of Agricultural, Horticultural, Dairy and Food Technology and MSC courses. It employs over 60 teaching staff with 14 non-teaching staff. The College will earn revenue amounting to £1,575,000 with expenditure in the region of £2,181,000.

The post offers excellent all round experience in a lively and progressive College for a candidate of graduate or equivalent final professional level seeking a career step in educational administration.

Further particulars (SAE please) and application form from the Principal, Somerset College of Agriculture and Horticulture, Canington, Bridgwater TA5 2LS. Closing date for completed applications 27th September 1985.

EDUCATION DEPARTMENT

Assistant Education Officer - (Continuing Education)

Salary: £16,998-£18,006 plus £857

London Weighting.

Applications are invited from suitably qualified and experienced men or women for this third tier post. The postholder will be responsible to the Chief Education Officer for all matters relating to Further and Adult Education, including Manpower Services Commission initiatives, Grants and Awards to Students, the Youth and Community Service and for the work of the Principal Careers Officer and her staff.

Application forms and further details available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LJ. (Please enclose photocopy S.A.E.).

Closing date: 23rd September 1985.

London Borough of
BARKING AND DAGENHAM

an equal opportunity employer

Professional Assistant Assistant Education Officer

£11,025 - £11,889

£11,562 - £13,326 p.a.

(under review)

Applications are invited from graduates with good teaching experience. Entrants direct from teaching will be appointed to a Professional Assistant post with promotion after two years' successful service to Assistant Education Officer. The person appointed will work initially in the field of Further Education including some INSET responsibilities.

Application form and further details, on receipt of a stamped addressed envelope, from the Secretary for Education, Room 207, New County Hall, Turo. This is a re-advertisement - previous applicants need only write to say if they wish to be considered. Closing date 23rd September 1985.

Cornwall

CAMBRIDGESHIRE

ASSISTANT EDUCATION OFFICER (Schools)

Salary: £12,645 - £13,668

This is one of two fourth-tier posts of Assistant Education Officer in the Schools Branch and the successful applicant will be expected to play a major part in policy development across the whole range of issues affecting schools.

Further information (SAE please) from, and applications to the Chief Education Officer, Shire Hall, Castle Hill, Cambridge, CB3 0AP (Tel: Cambridge 317920). Closing date 24th September 1985.

Applications should be sent to the Chief Education Officer, Shire Hall, Castle Hill, Cambridge, CB3 0AP (Tel: Cambridge 317920). Closing date 24th September 1985.

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ADMINISTRATION - LEA continued

SUFFOLK COUNTY COUNCIL

ADVISORY TEACHER - COMPUTERS IN EDUCATION

SCAL 123

Applications are invited from suitably qualified and experienced teachers for the above post with effect from 1st January 1986. The Advisory Teacher - Computers in Education will work with pupils and their teachers in primary, middle and high schools in the North-East Area of the County and will assist in the development of service training programmes.

The post will be either for a three year period or in the case of Suffolk Teachers by a three year secondment from their present post.

Further details and application forms available (a.e.) from the Area Education Officer, Education Office, Suffolk House, London Road, Lowestoft, Suffolk. (16073) 480000

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RICHMOND TWYFHAM AND ROEHAMPTON

HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

SCAL 123

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Administration General

BASINGSTOKE AND NORTH HAMPSHIRE

HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

SCAL 123

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Educational Psychologists

HERTFORDSHIRE

HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

SCAL 123

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Applications are invited from suitably qualified and experienced teachers for the above post with

MISCELLANEOUS continued

OLDHAM METROPOLITAN BOROUGH

MUSIC TEACHER
Required for September 1986. Teacher who will be responsible for the Authority's Primary and Secondary Schools.

Please apply by letter to the Director of Music Centre, at the above address, including full C.V. and names and address of 3 referees as soon as possible. 600000

W.M. SMITH requires temporary Christmas Sales staff. We have vacancies for temporary, full-time and part-time sales staff between Christmas and New Year. The hourly rate of pay will be £2.50. Applications in writing to: The Manager, W.M. Smith & Son Ltd., 10 High Road, London N22 5HR. (1985) 600000

NEWHAM LONDON BOROUGH OF

MULTICULTURAL RACIAL EDUCATION SUPPORT TEAM
Required January 1986/87. Teacher to work with the Advisory Teacher in the Education Team. Experience of teaching in multi-racial schools essential. First hand knowledge of other cultures/religions an advantage. Team members are expected to contribute to the team's work in the community. Previous applicants will be considered.

Application forms (s.e.e. please) available from the Director of Education to whom completed forms should be returned by 17th September 1985. Further details and application forms are available from the Chief Education Officer, Shire Hall, Gloucester, Gloucestershire, GL1 1EP. Closing date for applications Friday 20th September 1985. (1985) 600000

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£9,387 - £10,388 p.a.

ASSISTANT YOUTH TUTOR/LEADER (Ref: ED577)
£8,955 - £9,141 p.a.

Applications are invited from qualified youth workers for these posts within an area youth work team which has responsibility for 3 L.E.A. centres in the Ealing/South area.

A minimum of one year's experience in youth work is required as is an interest in team work.

Please quote appropriate reference number Closing date: 25.9.85

These posts are subject to the LMBSC ring-fence procedure. With their agreement they are now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience, but priority will be given to employees of the GLC or MCC.

MANAGER
The Study Centre, Ealing W13.

Salary £7,557 p.a. This is a day-centre for literacy, numeracy and English as a second language funded under the MGC VPP programme.

A person with experience of basic education is required to counsel, supervise, supervise tutors and volunteers, liaise with statutory bodies, arrange publicity and generally manage resources. A teaching qualification is preferred.

Applications will only be considered from unemployed persons. Please quote reference ED575. Closing date 25.9.85.

Application forms obtainable from the Personnel Office, Room A204, Town Hall, Annexe, New Broadway, Ealing W5 2BY. Telephone (01) 840 1995 (24 hour service).

All salaries are inclusive of London Weighting Allowance. All posts are subject to recruitment and selection procedures. Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

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Applications are invited for this newly established post within the Authority's Basic Education Scheme which will be based in the Education/EFL teaching units, establish links with various agencies and initiate outreach work with ethnic minority groups.

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Please quote reference: ED573 Closing date: 25.9.85

YOUTH TUTOR/LEADER (Ref: ED578)
£9,387 - £10,388 p.a.

ASSISTANT YOUTH TUTOR/LEADER (Ref: ED577)
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Application

The mills of God grind slowly



Asa Briggs finds *The TES* an indispensable source to the educational crusade that never was

Education was not a major British preoccupation in 1910. Sir Michael Sadler's view of the reign of Edward VII as "crowded with... change" was very much that of an administrator and reveals how difficult it is in the history of education to reconcile views from above and below or to establish perspectives. Decades later, when Paul Thompson collected oral evidence about Edwardian England from "ordinary people" for his book, *The Edwardians*, he did not include a chapter on education on the grounds that it had not been a critical issue.

Nonetheless, there is a rich reminiscence of schools in Thompson's book to set beside contemporary and retrospective judgements from above; and he allowed himself one massive generalization: "a good quarter of Edwardian children left school to harbour resentment against their teachers for the rest of their lives".

There is general agreement that there were as many sharp contrasts in education during the Edwardian period as in everything else - contrasts not only between public and elementary school life (though some public school old boys may not have felt very differently from Thompson's children), but also between the home and street life of most urban elementary schoolchildren and their life in the classroom. The village school, described in the first *TES* number as "the chief battlefield of so-called education discussion in Parliament", was a very different place. There were also sharp local contrasts in every kind of educational provision to set alongside differences in infant mortality rates, heights and weights of children (public school boys were said to be five inches taller than elementary school boys), and in family income. Yet the existence of such differences did not stop Sadler from generalizing happily that in 1910 "in every grade of teaching the English people felt, like a throb of energy, the influence of the state".

In the troubled years between 1910 and 1914, years not of contrast but of conflict, there were many contemporary voices speaking in Sadler's language. Margaret McMillan in her book, *The Child and the State*, turned with equal enthusiasm from the nursery school, the institution for which she is best remembered, to the university. Half-timers, she had argued - and there were to be half-timers at school until 1918 - were taught in places "where hope becomes so moderate that working-class ambition dies". It was such ambition, she thought, that in the long run would galvanize the State.

"The (question of the) higher education of the masses", she wrote with some exaggeration, "is a new one. Today thousands of workpeople awaken almost as if from sleep." In this connection H G Wells had a contrast of his own to draw in his *What the Worker Wants*, published in 1913. "The politician or business magnate of today is no better informed than his equals were fifty years ago. The chief difference is golf. The working man questions a thousand things his father accepted as being in the very nature of things."

It comes as no surprise to read J B G de Montmorency's letter in *The TES*, for May 1913, headed "Secondary Education for All" which ended with the words "Universities would multiply and would become the controlling forces in matters of organization and curricula". Nine years earlier, the Independent Labour Party had already demanded "free, secular and moral [the most revealing adjective] primary, secondary and university education".

In fact, working-class pressure to change the educational system has operated at best in intermittent fashion since 1910; and so also

have most other kinds of pressure. Thus, a public schoolmaster could claim comprehensively in the very first number of *The Times Educational Supplement* that the governing bodies of public schools "have never shown much interest in education".

There have been only a few occasions, too, during the last 75 years when education has been a major preoccupation of legislators. While there have always been some administrators, some legislators and, above all, some local politicians who, along with opinion-makers and a handful of prophets, have given education the highest priority, they have always been in a minority. Even in relation to the period from 1945 through the 1960s and early 1970s, no one could have written as Diane Ravitch did in the United States, of the history of education as a "crusade", albeit a "troubled" one. The "great debate" was never a great debate.

It is true that just before, during and just after the Second World War, writers of very different persuasions, among them G A N Lowndes and Colm Brogan, described educational change as a "silent revolution", but since then there has been more talk of the social implications of a continuing "communications revolution" (transistors, television, walkmans, and video). Social historians, writing from universities and polytechnics, themselves products of twentieth-century educational change, have devoted far more attention to the workplace, to the home and to leisure than to the school.

Even the great legislative landmarks in the history of education - 1902, 1918, and 1944 - can get, and soon got, lost in the mist. For *The TES* itself in January 1914, in the aftermath of 1902 there was "no sign of any new movement advancing with overwhelming force to a single aim", and for Colm Brogan, writing just 40 years on, the Act of 1944, product of a wartime consensus, had an "indefinite purpose" and was being implemented in "a society whose own purpose is indefinite".

Economics, of course, always came into the reckoning at least as much as sociology. Indeed, resources usually claimed more attention than access or quality. On the outbreak of the First World War *The TES* noted correctly, if on the basis of limited experience, that "every great war in the modern world has been followed by changes in education". It warmly welcomed the Fisher Act of 1918, yet in 1914 itself it foresaw that "financial stress" might force the country into "economies of a more standardized administration of our schools". When the Geddes Axe fell on the Fisher Act in 1922, it stated, first, that what had happened



'A good quarter of Edwardian children left school to harbour resentment against their teachers for the rest of their lives'

was inevitable given the fact that the War and "the conduct of the present administration" had forced the country to the verge of bankruptcy" and, second, that it disliked every single proposal Geddes made.

Realism always controlled rhetoric. In 1918, when the Act was passed, it had stated that it was "fruitless to speculate on it as to the different course that world history would have taken had a statute comparable with that which will be associated with the name of Mr Fisher been placed upon the Statute book in 1818. The mills of God grind slowly."

For how they grind, *The TES* is an indispensable, and equally important, a continuous source. As David Glass wrote in 1959, "educational policy, like all social policy, is rarely single-minded", and through the pages of *The TES* it is easy to trace the origins of legislation, a limited part of the story; the complex processes of administration; the shifts and turns of mood and fashion; the conversion of social (and demographic) tendencies into statistical trends; the impact on the developing educational system of ideas from outside - during the first years largely from Germany; and, most recently, the effects of multicultural immigration.

Psychology figures in its pages almost as much as sociology. (Jung on "nervous children", Freud on everything including "removing frustration", but, in particular, his "influence in nursery and school".) It is also possible to pick out the abiding concerns of those people who have cared about education -

access, social stratification and bias, curricula, examinations, the relationship between one part of the educational process and another.

Above all, it is possible to focus attention throughout on the status, pay, organization and role of teachers - from the advertisements as much as from the news and opinion columns. Teachers have provided an element of continuity in a period of change, although there is obvious generational - and economic and social - change in them, too. There is only one reference to them, however, in the index of Harold Silver's illuminating essays on *Education as History* which devotes many paragraphs to the lacunae in the history of education: it reads in topical fashion "teachers, quality of".

The TES has always had far more to say; some of it is beautifully dated. What was thought of as commonsense in an article "Advice to Young Teachers Facing the Class" in 1927 has a touch of irony today.

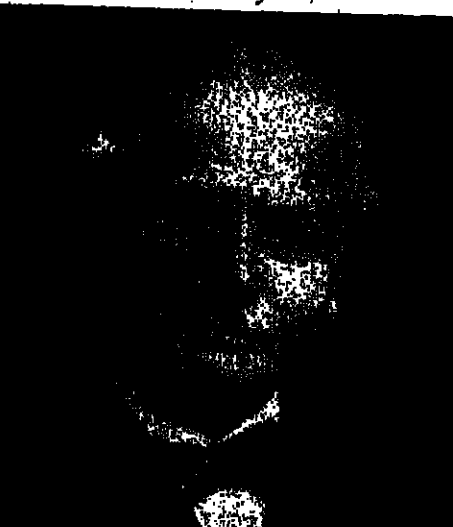
Future historians of education will have to relate the perspectives of *The TES* to the perspectives of particular institutions within the educational system. Many of these figures in the very first number - the University of Edinburgh, Keble and Somerville, the medical schools of the University of London (at great length), the City and Guilds Institute, the Girls Public Day School Trust and the University Examination Postal Institution. Subsequently there has been a kind of institutional case book as the Supplement has reported on particular educational institutions from Winchester to the Open University, with specially hard looks in recent years at William Tyndale, Dartington, and at comprehensive schools.

It is for immediacy as well as for perspective that *The TES* will be studied, however, and for the less serious and ephemeral as well as the momentous or memorable. Why had roast beef given way to roast pork between 1913 and 1925 as the favourite dinner dish on a school menu? How did it come about that the issue for September 2 1939, which preceded the outbreak of war, and which included an article "Learning from the Army", along with cautious statements about the crisis, had as the title of its second leader "naughtiness"? Back in 1910, the most tempting advertisement in the first number described "A Brilliant Opening for the Son of a Gentleman in the Profession of Advertising". How many teachers, whether or not they were the Sons of Gentlemen, were, in fact, tempted by the thought of a career in "the most remunerative profession of the day"?

'A handful of prophets have given education the highest priority but they have always been a minority.'



Margaret McMillan: schools that kill hope.



Sir Michael Sadler: an administrator's view.

Lord Briggs is 'the Provost of Worcester College, Oxford'

Flowers from a secret garden



Ted Wragg looks at the ideas that bloomed in the classroom and at those who cultivated them.

The Piccadilly Circus view of curriculum change has it that if only you wait long enough everything will come round again and you will meet all your old friends. Certainly the fascinating history of 20th-century curriculum recounted through the pages of *The Times Educational Supplement* reveals countless cycles: debates about the merits of the arts versus the sciences, whether schools should prepare pupils for the world of work, the value of games and physical education, and the extent to which children should be allowed to choose what they study. Fashions come and go, and arguments exhausted by a previous generation are resurrected exultantly 20 years later.

After looking through as much of the myriads of column inches as I could manage I was left with no clear unidirectional thrust during three quarters of a century of curriculum development. Indeed, single-mindedness is the one characteristic missing in our system of localism, whereby most schools are permitted to evolve their own curriculum under the guidance of their local authority, and, increasingly of late, central government.

This is illustrated by the sight of vocational education coming and going a number of times during the last 75 years, while classics, for example, has largely disappeared, moving, as Christopher Stray described it in a recent book, from monopoly to marginality, as successive external forces eroded its once powerful grip on secondary schools, universities and professions. Poor old W. H. D. Rouse who wrote *The TES* from Pense School in 1912, "Greek, in fact, is the one thing indispensable; more desirable in this age of materialism than in others, more desirable for the scientific man... since he is most liable to be narrow", must be turning in his grave.

What is clear is that there have been several sources of influence on schools' curricula. I shall concentrate on the following seven: social disasters, such as wars; political and ideological forces; national reports; agencies and pressure groups; examinations; the efforts of pioneers, both individuals and groups; and the effects of pupil choice. These categories are not exhaustive nor are they mutually exclusive, since change and innovation can usually be ascribed to a combination of forces.

Between 1910 and 1985 *The TES* has reported the effects of a number of social disasters, including two major and several minor wars, and severe economic depressions. In each case events followed a similar pattern, with schools being flagellated in the first instance for having provided a curriculum which was not adequate for whatever demands

had been placed on adult members of society, and occasionally even being accused by a lunatic fringe of having caused the disaster. Next came overt or disguised admiration for other countries which had apparently got it right. Finally an air of excitement developed when someone appeared to be doing something about it.

Thus the letters column of 1916 reveals one disgusted father writing in to say that his 12-year-old daughter found the French translation paper set for Sandhurst entrants to be a pushover. In the same year one Thomas Smith, author of a book entitled *What Germany thinks*, describes how the principal function of the German school is to "mobilize the brain power of the nation". I wonder if he ever wrote a sequel after 1918 called *Where Germany went wrong*.

Both World Wars produced highly significant Acts of Parliament, conceived by gifted ministers. Though Fisher's 1918 and Butler's 1944 Act said relatively little in detail about the curriculum itself, they remained influential for years after they had been introduced. Industrial depression, on the other hand, occasionally produces entrepreneurs like Lord Young. His belief that he initiated discussion about the curriculum for 14-18-year-olds is partly true because for most of this century only a minority of the population ever received a four-year education at this stage of their lives.

The early 1930s saw a succession of reports from the Goodenough Committee on training methods for commerce, wealth creation and salesmanship. Their second report stresses the value of modern languages, especially of oral fluency, and *The TES* commented that "Employers have to engage young people who can understand the living problems of living people, and cannot be content with a mere smattering of French, German, Italian, Spanish or Portuguese". There are several other instances of modern languages receiving a temporary boost, usually to the accompaniment of demands for a quarter or more of examination marks to be given for oral proficiency, an aspiration which was not realized until late in the 75 years under review.

Science too enjoys support during periods of adversity, though in 1933 Sir Frederick Gowland Hopkins, President of the British Association, persuaded teachers to support science by stressing that it was really part of the humanities. This claim had *The TES* demanding that it "must be taught with the same thoroughness as the classics in every grammar school in the old days".

Social disasters sometimes force changes in the curriculum, but political and ideological



'Shaking off the fetters of a Victorian legacy of repetition and rote learning'

pressures have been equally influential. The biggest single change reported by *The TES* is probably the comprehensive reorganization of secondary schools during the 1960s, and 1970s. Yet paradoxically the curriculum itself, partly because of pressures to keep the best features of grammar schools, altered much less than might have been predicted. Those comprehensive schools which attempted radical reform, such as Countesthorpe with its seven areas of the curriculum, including such fields as "The study of the individual and the group", provoked considerable controversy which was the subject of a special report in 1971.

Science too enjoys support during periods of adversity, though in 1933 Sir Frederick Gowland Hopkins, President of the British Association, persuaded teachers to support science by stressing that it was really part of the humanities. This claim had *The TES* demanding that it "must be taught with the same thoroughness as the classics in every grammar school in the old days".

the centrifugal forces of her own people's unrestrained individualism", and was able to influence secondary schools' curricula through his power to give or withhold their grant.

After 60 years of ever-increasing freedom for schools, during which period primary schools shook off the fetters of a Victorian legacy that had stressed repetition and rote learning, and many secondary schools exercised their freedom to introduce new curriculum packages and textbooks, Jim Callaghan's Ruskin College speech marked the beginning of a concerted move by the DES to influence what was taught in schools.

At first it was inept, consisting of ludicrous regional invitation conferences at which the stage army (the people *The TES* in February 1977 called "the same faces and stereotypes") uttered its prepared statements. By May 1984, however, there had been several HMI papers on the issue, and *The TES* was reporting Senior

(continued on page 4)

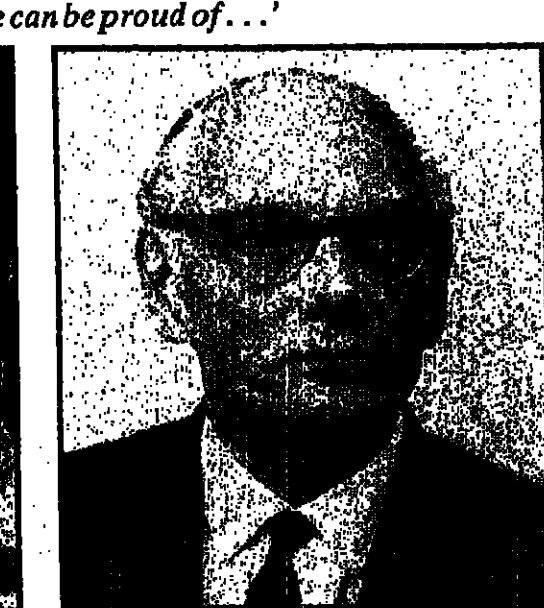
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75 YEARS OF THE TES

Flowers from a secret garden

Chief HMI Eric Bolton's speech to NAPE urging that primary children should be taught for some of the time by subject specialists especially in maths and science. The, at times bumbling, at times aggressive, Sir Keith Joseph had become the first Secretary of State since the time of Morant to show any signs of exercising real power, despite Sir David Eccles' empty threat in 1960 to invade the "secret garden of the curriculum". In the event, Eccles never got out of the potting shed, whereas Sir Keith has trampled all over the flower beds.

A third significant influence on curriculum has been reports, not only national ones but those produced by research or pressure groups. The 1960s was the decade when they were in rich supply. Through Plowden, Robbins and others, these momentous tomes thundered out wisdom about the curriculum from nursery to higher education. In general the quality of both data and ideas was good, and the effect was a liberalizing one, positing more education for more children, with greater emphasis on pupil choice. The contrast with the dreary accountability - inspired equivalents of the 1980s could not be more stark. The HMI surveys of primary and secondary schools and the two blockbuster reports by Bullock and Cockcroft in language and mathematics, however, were of good quality and have had some impact, if not as much as was hoped.

Hand in hand with reports went the fourth influential factor, curriculum innovation via various agencies. The longest running influence of this kind is that of the BBC and its school broadcasting, which *The TES* has reported faithfully from its inception over 60 years ago. The "wireless", a *TES* correspondent wrote in May 1924, was being used in Sheffield schools on an experimental basis, but he worried whether teachers would be able to understand how it worked. By 1928 Sir Walford Davies had nearly completed broadcasting a two-year course on elementary music, and courses on anthropology, poetry and geology were being planned for secondary schools. Two kinds of BBC mass literacy campaign, for adult illiterates in 1975 and the launch of the BBC micro in March 1981, are also recorded.

One of the saddest "agency" histories is that of the Schools Council. Alongside the Nuffield Foundation in the 1960s it exerted enormous influence on the theory and practice of teaching and some of the country's most gifted teachers were seconded to a vast array of projects. Alas, the early forecast in *The TES* in March 1964 that "The new council... will have practical difficulties apart from its internal stresses and strains" was all too true, and by April 1982 its obituary was being written. It was a shabby chapter in curriculum history which showed how aggressive politicians and civil servants and one or two silly council members could obscure 20 years of largely good and imaginative work. In my view, the Schools Council pioneered some of the best ideas ever developed in Britain, or anywhere else for that matter.

Whereas the agencies had to compete for a say in the curriculum, the fifth factor, the examination system, has enjoyed influence as a birthright. Three issues dominate the columns of *The TES*, the 11 plus, public exams at 16 and 18, and University entrance. Who was this far-sighted Dr A. M. Ross, Headmaster of Launceston School, Bromley, attacking the 11 plus back in November 1956 for "its distorting effect on the work of junior schools... leaving the child in a no man's land of home-school conflict"? Why, none other than Professor Alec Ross, now Deputy Vice-Chancellor of Lancaster University.

Numerous column inches have been devoted to plans that never materialized, such as Q and F in 1969 and N and F in 1972. No wonder teachers with 20 years of secondary school teaching under their belts not only experience a strong sense of déjà vu every time the issue of public examining is raised, but find it difficult to believe that the latest plan will ever be carried through.

The debate about hurdles for University entrants is equally well rehearsed. When Oxford, like Cambridge the previous year, abolished its requirement for Greek in 1920, *The TES* reported one Professor Headlam as being convinced that not reading Greek philosophy in the original would return us to the Middle Ages. It is an impressive threat and has been used to counter proposed abolition by

other subject interest groups.

Factor six, the influence of pioneers, is many ways engaging to read. *The TES* has recorded the lifetime achievements of countless individuals, some world famous, others less so, people who have had a significant if now frequently forgotten influence on primary and secondary schools. It is a record we can be proud of, and the variety is staggering, including individuals such as Rachel and Margaret McMillan and their 1911 Deptford open-air schools, Maria Montessori, Homer Lane, the importing of the Dalton Plan from the USA in 1920, A. S. Neill and his radically conceived Summerhill founded in 1924, right up to more modern times.

Sometimes *The TES* has reported on individuals working through their local authority, such as Clegg of the West Riding, Mason of Leicestershire, or Henry Morris, whose Cambridgeshire village colleges were reviewed enthusiastically by *The TES* in September 1946 as places which "invest our knowledge with imagination". Eric Midwinter's imaginative direction of the Liverpool EPA scheme in the late 1960s allowed teachers not to feel guilty if they based part of their curriculum on their own urban environment.

Often the columns simply tell the story of a single gifted teacher with a successful working idea. It is here that *The TES* has been at its most influential, offering teachers, for example, a description in 1928 of classrooms where flashcards were being used to teach reading. A cliché nowadays perhaps, the idea was a novel American import at the time, infinitely superior to "the hog in the pen" and other irrelevant fabrications of contemporary infant readers. Many of the most stimulating accounts are of primary classrooms, and this tradition of intimate classroom descriptions is sustained up to the present with the current series on interesting primary schools. So far as teachers' professional development is concerned there is still nothing more effective than reading about or seeing a successful model.

Finally, the current series on the decline through 75 years of newspaper is that of pupil choice. It was paramount at Summerhill, controversial at Countesthorpe, and non-existent at many schools for much of the century. For some reason the notion that pupils should have a right to choose what they learn, and that society should not always coerce or impose a curriculum, is seen as deeply subversive by some. Thus Free Schools were launched enthusiastically in the early 1970s, said by *The TES* in July 1972 to be "steadily growing", and all but buried in an October 1978 column charting closures. Perhaps the 1968 Hornsey Art College furore, when students occupied the college for six weeks and finally won a set of eleven reforms, aroused the greatest passions.

Looking back over 75 years leaves me in no doubt that the current curriculum of many schools, though well short of perfect, is much more suitable than was the case in the first five decades of the century. Yet the haunting memories of the excitement of the 1960s, for me the best decade for curriculum development, only underline the odiousness of central demand for drab uniformity and lack of adventure in the 1980s. It was good to be a teacher in the 1960s, nothing to be ashamed of or defensive about, and my nostalgia for that time could easily become overwhelming.



Sir David Eccles (right) threatened to invade the secret garden of the curriculum but never got out of the potting shed whereas Sir Keith trampled all over the flowerbeds.

Out of the shade



Patricia Rowan describes the four editors who gave *The TES* its own stamp of authority and some of the other journalists for whom it was a stepping off point.

Grown from seed within *The Times* in 1910, planted out as a separately priced monthly four years later, and then as a hardy weekly in 1916, the Educational Supplement stayed close in the shade of its parent paper for many years to come - its editors and policies growing from the same roots.

Though the official record lists six names, in effect just four men have edited the paper throughout its 75 years, each moulding it in his own style, taking it further out of the shade of *The Times* into a paper with an individual stamp of authority.

The idea for a regular page on education was first put to *The Times* manager, Moberly Bell, in 1905 by a distinguished lawyer and writer, J. E. G. de Montmorency. De Montmorency joined the staff of *The Times* part-time in 1910 to write leaders and help edit *The TES* when it became a weekly. He contributed leaders and a benign presence to *The TES* for many years.



George Sydney Freeman: 'nice, shy.'

The first editor, George Sydney Freeman, held the post from 1910-1938 (apart from 1913-15 when the Hon. Ronald Gorell Barnes took over before going off to war). Though he created the paper, Freeman seldom seems to have given it his full attention, at first because he continued to rise in the hierarchy of the parent paper.

When he joined *The Times* in 1904, explaining on his application form that he "was a few places outside the list for the Indian Civil Service," someone had scribbled on the top "nice, quiet, very shy, slight stammer". But he went on to become assistant editor in 1908, and continued in the post when he was made *TES* editor two years later. Indeed, just as the educational scene was at its liveliest, with the post-war Fisher Act, Freeman was having his moment of glory elsewhere, promoted to deputy editor and editing *The Times* during the two-month inter-regnum between Geoffrey Dawson's first term, and the arrival as editor of Wickham Steed.

In 1922, Lord Northcliffe was going mad and Freeman, praised in *The Times* history as one of the paper's best brains and "a practical man of business", joined with the editor of the Literary Supplement, Sir Bruce Richards, in a move to find a suitable person (The Hon. John Astor) to buy *The Times* Publishing Company. During Northcliffe's last wild fling, Freeman was replaced as deputy editor and, though restored to office after Northcliffe's death and Dawson's return in 1923, from that time on he apparently returned to *The TES*, now established as a teachers' paper.

But he had passed his peak. By 1927, both paper and editor were going downhill. The next manager, Lint Smith, was disturbed by a steadily decreasing circulation - "we are not giving our readers all we might from the point of view of the Educational Authorities and teachers" - and more acid letters followed when it emerged that Freeman was only working half the week at *The TES*, seldom

appearing in *The Times* office, but devoting much of his time to editing a paper "concerned with Church affairs" called *The Guardian*. "Even the work of editing the Educational Supplement, which is your main duty, is being largely done by Mrs Radice, who in consequence considers that she ought to have her salary increased" wrote the outraged Lint Smith, hit where it hurt most.

Though Freeman promised to develop and popularize the Supplement, and write the occasional educational leader for *The Times*, it was increasingly clear that he was, frankly, never, at his best after lunch and that the said Mrs Radice was indeed effectively in charge of the office for some 15 years.

Mrs Sheila Radice had worked her way up from secretary to assistant editor. She ran the paper with immense efficiency and dullness, keeping policy well in line with *The Times*' own preoccupation with the independent sector, but she did print the first published articles of



Donald McLachlan: criticized his successor.

two subsequent *TES* editors. She encouraged H. C. Dent, a progressive young schoolmaster who sent in an article in 1924, about reforms he was making at Brighton and Hove grammar school, to write more and to visit the office.

Mrs Radice had interesting connections of her own. She was married to Lt-Colonel A. H. Radice (Uncle Alfred to Giles Radice, now the Opposition spokesman on education). She was also sister-in-law to Robin Barrington-Ward, then deputy editor of *The Times* (and married to Giles Radice's Aunt Adèle). The Barrington-Ward connection was no help when George Freeman died in 1938, and Mrs Radice was passed over for the job of editor. Was it because she was a woman, or just that she was known to be a difficult woman? In any event, Sheila Radice was so outraged when first Donald McLachlan, and then her own discovery Dent, were appointed over her head that she stubbornly refused to return to the office. After complaints over some months that wartime conditions made it impossible for her to get in to work, she was pensioned off at the end of 1940.

Donald McLachlan, who 20 years later was to become first editor of *The Sunday Telegraph*, had worked both as sub-editor and Berlin correspondent for *The Times* and as a schoolmaster at Winchester.

He had a lively intellect, but the imminence of the war gave him little time for innovation after his arrival in January 1939, apart from the introduction of Comment in Brief on the front page.

In June 1940, Duff Cooper wrote from the Ministry of Information to Geoffrey Dawson begging him to release McLachlan as a sub-editor uniquely qualified to handle foreign news for the BBC European service. Dawson wrote back tartly that McLachlan was also one of the very few people with the necessary qualifications to edit the Educational Supplement - though he could think of half-a-dozen better qualified as a senior sub-editor at the

BBC. The following month, McLachlan departed for naval intelligence.

He evidently did not lose interest in the Supplement. Two years later he wrote to *The Times* new editor, Barrington-Ward, to put an ungentlemanly boot into his successor. "Reluctantly", he passed on criticism of Dent's leaders, correspondence columns, and views on public schools. Policy and ideas were "not such as would be advocated in *The Times*", hopes were held out for "a new order" in education which was quite clearly impracticable, the Supplement was too controversial



H. C. Dent: progressive young schoolmaster.

and unstable at a time when it and *The Times* should be giving a strong lead.

Barrington-Ward wrote back courteously to support Dent, adding a "great volume of appreciation for the contents of the Supplement". Dent was an enthusiast "and impatience and impulsiveness are apt to be the by-products of enthusiasm". It was no bad thing that the Supplement should be a pace-maker in the formation of policy. He worked closely with Dent, and knew first-hand that he had R. A. Butler's respect.

Those war-torn years when H. C. Dent drove himself on all cylinders to take a lead in policy-making, using a reinvigorated Educational Supplement as his vehicle, must rank as the most exhilarating, demanding and influential in the paper's history. Working through the London blitz between bombs and fire-watching, from a small office in old Printing House Square, Dent almost single-handedly created and informed an educational network that stretched via *The TES* from Butler and his officials to every teacher in the land - and back.

The *TES* became not just a forum for discussion of the nascent 1944 Act but a new kind of educational journal, campaigning for reform thorough enough to last beyond post-war euphoria.

Harold Collett Dent had been a reformer from the start. Born in 1894, the son and grandson of Wesleyan ministers, he left school the year *The TES* was founded, started teaching at 17 and took a London University degree by correspondence course when he returned to teaching from the war and Mesopotamia.

The first radical idea he tried out was to make children participants in their own schooling, rather than just recipients. It caused some alarm at Brighton and Hove grammar school when he started to "free them from sitting like little models", in the experiment he described in *The TES*, but he persevered with both reforms and write up.

In Leicester the education committee was impressed. At the age of 33, they made him head of Gateway School, which was to provide a new alternative for 11-plus failures. In the first progressive, chaotic term it must have been the Countesthorpe of its time. The director of education found it all too radical for his own stomach, and Dent was sacked after three years.

From 1931 until the war he made a living from publishing and freelance journalism, especially for *The TES*, which led *The Times* management in 1940, uncertain whether the paper shortage would allow the Supplement to continue at all, to put him in as acting editor.

Dent seized his opportunity. The first task was to make people aware of education, and at the same time, the Supplement had to be shaken out of its preoccupation with the

private sector. Dent brought in the elementary school and teacher. The two most crucial issues were to get the great public elementary system recognized as at least as important as the selective sector, and to persuade teachers to "break away from this business of lecturing 30 or 40 immobile children".

In a very real sense it was the war, as much as the job, which offered the opportunity. Evaluation had shaken teachers out of their usual work and given many people new insights into what teaching meant. And both at *The Times* and the Board of Education there was fresh thinking to complement Dent's own about post-war reconstruction and drastic educational reform.

Barrington-Ward and his outspoken new deputy, Professor E. H. Carr, were developing a radical policy at *The Times* which moved the paper firmly to the left (one hostile Conservative MP later denounced it as "the 3d edition of the *Daily Worker*"). By 1941 R. A. Butler had arrived as President of the Board of Education to take up the plans for reorganization.

A few weeks after taking office, and shortly after four mighty leaders in the Supplement that summer setting out the agenda for educational reform, Rab Butler telephoned Dent to call him in for a chat, the first of many private conversations that followed during the years and negotiations that it took to get the 1944 Education Act on the statute book. Sometimes those closest to Dent suspected that the clever politician was able to manipulate the sympathies of that straightforward educator.

But in those formative years, when the ideas that went into the Act were being sharpened, Dent was also making connections with senior Board of Education officials.

And from the moment that he took over as editor, he travelled every week to visit Chief Education Officers and schools.

As soon as the paper went to bed on Wednesday night, Dent packed his little case and went off, gathering and disseminating news at first-hand. It was a two-way process of encouragement amongst those who wanted reform, but for Dent the major task that remained was to distil it all in a way that could influence wider opinion.

His leaders were his most important instrument. Dent knew that attitudes couldn't be changed overnight and that he had to be very careful about what he printed. Every leader was a projection of ideas that he was discussing with Butler and others, but every sentence had to be looked at, and examined inside out, to make sure that it didn't implicate anybody. Sometimes a leader took eight or nine hours to write. Barrington-Ward often offered advice but never complained when it was ignored.

For H. C. Dent, however, the job went far beyond the writing, talking and travelling. The paper's wider appeal to teachers had pushed up the circulation, but he also set out to expand the advertising - which determined the size of the paper - laying the foundations for the Supplement's subsequent huge financial success. And he set a new style for editorial staff by joining production workers in the composing room to see the paper through.

He was not quite single-handed. There was editorial assistance from, in turn, two young women with upper middle class backgrounds, strong left-wing views, a passionate interest in educational reform - and a complete lack of first-hand experience of the state system.

They were both intelligent and spirited, inspired to feel they were taking part in a turning point in history, prepared to get to work past burning buildings, and to write, sub-edit, cover conferences, review or, at a pinch, run the office while Dent stamped the country (leaving nothing but a leader behind for the week's issue) or took a brief rest from his usual punishing schedule.

The first of them was Joan Peel, who had encountered Dent pre-war when she worked for an international youth organization, and he came collecting material. Soon after he took over as editor, she wrote him a fierce letter attacking the Supplement's continuing lack of radical zeal. Dent wrote back furiously from an underground shelter: "If you think you can do better, come and join me."

She accepted the challenge, arrived at the beginning of 1941 and stayed for two years concealing her war-time marriage to Brian Simon (son of Lady Simon of Wythenshawe and Leicester University's future professor of education) because *The Times* would still not employ married women.

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It was Joan Simon who was alone in charge of the office when publication of the powerful exposé on Young Children in London Shelters (see page 33) provoked an outraged telephone call from L K Lowndes at the Ministry of Health, talking of treachery and invoking censorship. She turned for support to Barrington-Ward, who gave it on the spot - "Damned impertinence, dictating to us what we shall do in the way of legitimate criticism" - and backed the Supplement with a powerful leader and report. It was one of the signs that the Supplement was no longer just an appendage, but a pace-setter.

When Joan Simon left to have a baby (and later to become an educational historian), E H Carr's secretary, Sarita Bushell, moved along the corridor.

An army officer's daughter, Sarita Bushell's boarding school education had been followed

by radical student politics at Cambridge. Dent wanted her to know what state schools and teachers were like and sent her off to find out. As 1946 began Harold Dent, who had overworked by day and fire-watched by night, collapsed with flu and exhaustion, and lay ill for six months. Mackay Mure was put in as assistant editor, and replaced a year later by Walter James.

An influx of new young staff followed as the war ended and expansion began. At first, on the principle that teachers can't write and journalists don't know about education, they took people out of the forces. Jane Bennett came straight from the Wrens and worked her way through the paper, shining as picture editor and founder editor of the Extra pages. In the same batch Gilbert Smith (later editor of *The Schoolmaster*), Leslie Wilson (later director of ASLIB), and Adeline (Polly) Levinson, who became a writer and married a later

arrival, John Hartcup.

When Dent recovered he took to travels abroad - three-month trips to Canada and the US, where he was impressed by American high schools, which gave him ideas about comprehensives.

That was just the sort of egalitarian notion to worry the new order at *The Times*, where Barrington-Ward's death has led to a swing back to the right with the new editor, William Casey, and the influence of Stanley Morison. Policy was once again likely to be influenced over dinner by the head of Eton. Dent was moved out of *The TES*. If he wanted to travel, it was suggested, he could fit this in better with the new job of educational correspondent to *The Times*.

Dent stayed at *The Times* from 1952-55. But then he was ready to move on to his third career, as professor of education and director of the Sheffield University Institute of Education, and later at the Institutes in Leeds and London. He is still writing books.

It was Walter James who took over as editor in 1952, changing the direction of the paper and turning everything on its head. Where Dent was an educator, he was a journalist. Where Dent valued the confidence of Ministers and officials, James kept his distance. While Dent had the common touch and was loved by ordinary schoolteachers, James was an elitist who opposed comprehensives and the expansion of higher education. Where the paper had been a journal of record, full of circulars, precis and school plays reviewed, James opened it up to the world outside and the arts.

Walter James's own first article had appeared in *The TES*, when he was at Oxford in the 1930s with Sheila Radice's son, and she encouraged him to write about the Venerable Bede. He had spent nine years on *The Guardian* after Oxford, and it was natural for him to adopt *The Guardian's* method of recruitment direct from Oxbridge, on the principle that anyone who did well there could do well as a leader writer. The failures could become reporters.

It was a system which created an office fizzing with life and talent, and established the Supplement's reputation as a nursery for *The Times*. There is still a grateful circle of those he discovered, nurtured and sent on to success.

The first star was Owen Hickey, who progressed to chief leader writer on *The Times*, where the relationship remained close. It was Walter James and Hickey together who persuaded Sir William Haley to join the Supplement in thundering against the Robbins Report.

Among the next team in were future critics and writers Irving Wardle, John Pearson and David Cairns, literary editors Anthony Curtis and Rivers Scott, Geoffrey Hodgson (journalist, author and broadcaster), Christopher Johnson (*Financial Times* managing editor and Lloyds Bank adviser) and John Shakespeare, now HM Ambassador to Lima.

Many, like Johnson then and Michael Binyon later, moved on via *The Times* foreign desk, but talent flowered on a wide front. Film critic Sue Puddefoot went to *The Times* as woman's editor; Linda Christmas did the same for *The Guardian*. Nicholas Woolley and Donald Milner took off at the BBC, Peter Brinson as director of the Gulbenkian Founda-



Walter James: opened up to the arts.

tion. There were Peter Redgrove the poet, Tom Pakenham, historian, and more budding critics - Peter Heyworth, Patrick Carnegie, John Russell Taylor and John Peter.

Later there arrived Simon Jenkins, an ambitious news editor en route to the *Evening Standard* as leader writer and editor, Geoffrey Wansell (*Telegraph* magazine), Tyrrell Burgess (ILEA and NE London Poly), Peter Newell (White Lion free school and ACE), Tim Devlin (*The Times* and *ISIS*), Frances Hill (novelist) and Peter Scott, now editor of *The Times Higher Education Supplement*.

James recruited one teacher, Len Buckley, rescued from classics at Torquay grammar school. He wrote superb light readers, edited the books page and was a reassuring tubby figure about the office, encased in double-breasted blue suits.

The office itself had expanded out of its two rooms overlooking the river in Printing House Square and Walter James inspired the young team to take their line from him on magisterial leaders, while giving them their heads to write about whatever else took their fancy.

James took education much less seriously, and wanted a livelier paper to boost circulation. It became a sort of poor man's *Spectator*, since he also believed it his duty to give the impoverished teacher the sort of arts coverage that he could not afford to seek out in the other weeklies and Sundays.

One early recruit recalls that he was encouraged to write full-page features on jazz clubs or Proust, though on reflection it might have been better to report on leaky school roofs in the north-east.

The Earl of Gowrie was one man who did get sent to the north-east. Recruited at 22, and disconsolate until at last given an assignment, he dazzled the news desk by settling off to report on Newcastle's school reorganization plans dressed for a northern winter in floor-length, frogged sheepskin, with a sluggy fur hat and the wild look of an Afghan chieftain. He turned in good copy, but already preferred poetry and modern art, and was soon off to be a poetry groupie in North America.

James continued to feel that he was primarily a journalist, who should stand outside the education scene and provoke its inhabitants - for whom he had little respect. He quarrelled with John Newsom and mocked Sir William Alexander of the AEC and the NUT's Sir Ronald Gould for their belief that they could settle teachers' pay between them.

Although he argued strongly for technical education, and supported David Eccles, he felt it safer to stay away from the personal influence of ministers and officials. A press handout ought to be sufficient background. His one educational guru was Eric James, high master of Manchester Grammar School.

Circulation and advertising continued to thrive, the paper moved into larger offices behind Printing House Square, but the management team which arrived with Lord Thomson's takeover of *The Times Publishing Co* complained that the Supplement should stick to education. It was too right of centre, the marketing dossier said, and not enough space was given to primary schools, FE, science, technology or equipment. Walter James resisted, and soon it was his turn to be pushed sideways into an advisory job on the main paper.

One of the bright young Cambridge graduates taken on in 1951 had been Stuart Madure. Recruited a year earlier by *The Times*, then lent to the Supplement in the hope that he would soon return to the fold, he had moved instead in 1954 to edit *Education* magazine. In 1969 he was invited back as editor of *The Times Educational Supplement*. But that is another chapter for another anniversary.

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75 YEARS OF THE TES

1910

The Times Educational Supplement first published on 6 Sept. It appeared monthly, free with *The Times*. Board of Education set up branch to administer grants to universities - forerunner of UGC.
First report on provision of school meals (established 1906). Liberal Government's Employment Act empowers I.e.s.s. to set up juvenile employment bureaux.



Girl Guide movement and Yorkshire Branch of Modern Language Association founded. With the 2,000 year old Euclid still an important textbook, the Mathematical Association, (founded in 1871 to reform the teaching of geometry) starts its first regional branches at Bangor, Southampton and London.
How we Think by John Dewey and *Learning by Doing* by C.H. Judd.

1911

Bill to raise school leaving age from 12 to 13 and to abolish the half time system casualty of Lords reform controversy. Albert Hall meeting demands breaking of the Oxbridge monopoly on civil service appointments.

Holmes circular criticizing inadequacies of local inspectors is leaked: Edmond Holmes, Senior Chief Inspector, retires and Sir Robert Morant Permanent Secretary to the Board of Education transferred. J. Pease succeeds W. Runciman as President of the Board.

North Staffordshire Higher Education movement begun by Oxford University students to provide adult education. Rachel and Margaret McMillan begin open-air nursery school in Deptford. Consultative committee calls for rationalization of standards and practices for all secondary school exams.

Board begins reform of science and art exams to encourage technical schools to introduce new subjects and to attract teachers with industrial experience.

Board's annual report calls for more practical and vocational work in the secondary curriculum.

Major reorganization of Ruskin College, Oxford (founded 1889); management into hands of the trade unions and working-class societies.

Last pupil-teacher centre in London closes. Over 80 per cent of 14-18 year-olds still receive no education at all.

Edmond Holmes publishes *What is and what might be*, calling for total revolution inside the elementary school; praises Harriet Finlay-Johnson's school at Sompting, Sussex for "the ceaseless activity of the children... the bright and happy look on every face".

1912

Board of Education grants to I.e.s.s. for school medical inspections. First national teachers' register, embracing elementary and secondary teachers. One teacher to every 50 children in elementary schools; one to 17 in secondary schools.

Cabinet committee plans fully national education system (implementation deferred in 1914).

Publications: Maria Montessori, *The Montessori Method*; John Adams, *The Evolution of Educational Theory*; Board of Education, Circular 797 *Modern Languages* (appendix on "The direct method"); and *Teaching of Mathematics in the United Kingdom* (70 years before Cookcroft).

The handbook, *Suggestions for the Consideration of Teachers and others concerned in the Work of Elementary Education* (first issued by Board 1905) revised (also in 1915, 1918, 1922, 1923, 1927, and 1937).

WHY PUBLIC SCHOOLS FAIL

The schoolmaster's lament

In carried 1910 the first edition of *The TES* carried a long and, as the paper admitted in an editorial the following month, "provocative" article on public schools:

The public school boy in the past has, no doubt, been too often in some ways an ignoramus; examinations have been a terror to him, and he has frequently been able to disguise the uncertainty of his spelling only by the obscurity of his handwriting. But, on the other hand, he has learned how to hold his own in life, how to face difficulties, and how, when in a tight place, to "muddle through" somehow by sheer pluck and resolution. His education, in fact, has been of the old Roman-type which, if it despised the arts, at least strengthened the character, and had for its chief aim to secure that respect for "manliness" (*virtus*), without which no race can long make good its claim to leadership or Empire.

To-day, however, things are changing. Our upper classes are becoming intolerant of austerity, and education is, one thinks, losing that touch of sternness without which it can never remain sound and healthy. Cossetting and coddling, the study of clinical thermometers and the diagnosis of dyspepsia are coming to be counted as virtues in a schoolmaster. And what the public looks for the schoolmaster of to-day is only too ready to supply. It is his proper task to be a guide, a ruler, and at times an autocrat; but he is becoming apt rather to cater and cajole, for he is no longer the man he was. Whereas the work of a great school demands at least some great qualities, schoolmasters are every year becoming a more dwarfed and puny breed. There are hardly half a score of them who in any other profession would stand out above the common level...

TES 6 September 1910

In its response to this, *The TES* gave its own definition of the public school ethos:

Now the fundamental principle on which the



Modern languages at Westminster School.

public school system is based may be roughly defined as the recognition of the educative value of a corporate life. Education is the art of fitting a child to take his right place in the world: and the life of the school can be closely modelled on the life of the nation. From the corporate life of the school, if its ideals are those of discipline, responsibility, and devotion to a common cause, the young citizen emerges well fitted to transfer his energies to the wider life of the body politic. In such a school he may imbibed the best qualities of the national character - high seriousness of purpose when occasion calls for the use of a tranquil austerity, a sense of proportion that enables men to take the lighter things of life at their own value, an emotional reserve and an economy of sentiment to preserve them from ill-founded and hysterical enthusiasm.

TES 10 October 1910

PREP SCHOOL SCIENCE

Sir, - A significant index of the importance attached by headmasters to the teaching of natural science is seen in the fact that about a year ago the science paper, which had been alternative to Latin verse, was struck out from the Common Entrance Examination for public schools. The inevitable consequence is that preparatory schoolmasters are discouraged from continuing even the little science that has been found possible.

If a science paper were set and made compulsory in the Junior Scholarship Examination at every public school, the preparatories would at once insert science in their curriculum for every form.

OSWALD H. LATTER
Charterhouse, Godalming

TES 4 April 1916

INCOMPETENT TEACHERS

From a Correspondent

It cannot be said that automatic increases of salary and promotion by seniority offer much encouragement to the enthusiastic and industrious, or deter those who are inclined to be apathetic and lazy...

Two things appear to be wanted. First, a more prompt and generous recognition of merit among teachers; second, more drastic treatment of slackers...

Here the question at once arises as to how the authority is to obtain the information upon which to act. As to head teachers it can apparently come only through inspectors of various kinds; and for class teachers the reports of head teachers, checked by inspectors will be the basis.

TES 6 December 1917

MOVES TOWARDS A UNIFIED TEACHING PROFESSION

A force to reckon with

Negotiations to establish a Teachers' Council had been proceeding for more than ten years before *The TES* first appeared. An editorial in 1911 attributed these moves:

... to desires long felt and expressed for some public authoritative standard of efficiency, by which schoolmasters and the public might be guided in the selection of teachers and the number of incompetent teachers, too readily accepted at their own valuation by a public ignorant of and indifferent to educational qualifications, might in time be much reduced.

It is a commonplace of educational discussion that higher education in England - that is, between the elementary school and the University - is in a chaotic state as regards both curricula and administration... still more chaotic is public opinion upon the whole subject of education. Lack of knowledge about its true aims and methods, lack of interest in its procedure, in the qualification and remuneration of teachers, or in the quality of the teaching given, are manifest everywhere in ordinary society and among educational administrators - not least in Parliament itself where education is too often treated, not upon its own merits...

TES 4 September 1911

But registration was voluntary and neither the Board of Education nor I.e.s.s. made consistent use of the Register and it was finally abandoned in 1948.

MARIA MONTESSORI'S METHOD PROVES ITS VALUE

Spirit of freedom

The Montessori Method was published in Britain in 1912 and reviewed in the June edition of *The TES*:

According to Dr Montessori, the fundamental principle of scientific pedagogy must be the liberty of the pupil. This is, in fact, the main novelty of her system. The freedom which she gives to her children is extraordinary...

Her children may sit or kneel as they like on the little chairs at the little low tables which fit their small bodies. If they want to squat on the floor or to get up and move about they do so, with none to say them nay. She will not crib and cabin and confine either their limbs or their souls, and as a consequence of this spirit of freedom she has no need to the help of prizes and punishments...

What teaching she gives is simple, short, objective, and nearly always individual. Collective lessons, at this stage in the children's lives, are few and far between. Judged by ordinary notions of discipline the result should be turmoil and confusion, with very little done in the way of learning. But, as those who have visited the schools will tell you, exactly the opposite is the case.

We are told that the Montessori children learn to read and write, if they want to, many of them at the age of four, not only without tears but with happy laughter.

The ease and certainty with which they take this long step on the ladder of knowledge is to the ordinary mind the most obvious proof of the practical value of the Montessori method.

TES 4 June 1912

Dr Montessori's views were a continuing source of debate among teachers and educationists. A month after it had published her essay "The Imagination in Childhood" in November 1915, *The TES* devoted several columns to a selection of the replies it had received. The first was from Mr Edmond Holmes, former chief inspector of schools:

Sir, - I am a follower and warm admirer of Mme Montessori; but I must confess that the views on "the imagination in childhood" which she has set forth in the November issue of *The Times Educational Supplement* have filled me with surprise and dismay. The leading educationist of the day, who owes her position in no small measure to her insight into, and consequent understanding of, child-nature, has declared war (by implication) on the dramatic instinct...

That Mme Montessori has said her last word about the imagination of young children. I refuse to believe... It was her sympathy, her own "imaginative sympathy," which enabled Mme Montessori to realize that "the unconscious aim" of the baby, as he struggled manfully to fill his pail, "was his own development"; and I feel sure that she will not permanently withhold her sympathy from the little actor who, in obedience to some deep-seated instinct, throws himself with energy and enthusiasm into a succession of roles. I am, Sir, Yours, &c., EDMOND G. A. HOLMES.

TES 7 December 1915

DELICATE CHILDREN

Many and varied are the duties which fall to the lot of the local education authorities now that they are also responsible for the physical welfare of the children. Month by month we find an increasing number of authorities providing open-air schools for delicate children. London has this year approved the establishment of three such schools, which were started on April 1. An open-air class is also being held in Finsbury Park for 30 girls from one of the Islington schools, and similar classes will be held in other parks or open spaces if the experiment proves successful. Bradford, Halifax, and Sheffield all have their open-air schools, for which appropriate shelters for use in bad weather have been erected...

The Coventry Education Committee have been



Resting at a Woolwich open-air school

trying the experiment of sending delicate children to farmhouses in the country. Very satisfactory results are reported, the children having improved greatly in health, and having gained both in height and weight.

TES 4 June 1912

[It] is a disgrace to our civilization that under existing conditions, one out of every eight born alive dies within the first year of its existence, and two out of every eight between birth and fifteen years of age; and the rate of mortality is rapidly increasing. In other words, over 100,000 die yearly under 15 years of age... an appalling waste of life which it is the duty of every man and woman to prevent and the continuance of which is a grave peril to the State and to the Empire.

TES 4 January 1916

75 YEARS OF THE TES

1913

Mental Deficiency Act establishes Central Association for Mental Welfare. LCC appoints psychologist Cyril Burt to investigate suitable training for children with special learning difficulties. Board's Chief Medical Officer paints alarming picture of health of elementary school children: 50 per cent have severe tooth decay. Medical Research Council founded.

NUT moves to Hamilton House; campaigns for national salary scale.

Federation of Educational Societies formed in Bradford to coordinate WEA, YMCA and YWCA, local subject societies and the I.e.s.s.

Expansion of technical schools. Haldane Commission on London University recommends faculty organization.

Film censorship established. Homer Lane founds a 'Little Commonwealth' in Dorset for delinquent boys and girls, stressing self-government and responsibility.

1914

TES becomes separate paper price 1d. Board alters definition of secondary schools to include preparatory schools.

Inspection of private schools begins. Elementary Education (Defective and Epileptic Children) Act makes suitable accommodations compulsory for I.e.s.s.

Kempe Committee recommends block grants to reduce inequalities between rich and poor authorities.

NUT closes 80 schools in Herefordshire where the County refuses single pay-scales. World War One begins in August.

Extension of school meals: Lloyd George's Treasury meets half the cost. First grants given to day nurseries.

WEA (founded 1903) has 179 branches and 11,430 members.

The Hildons arrive in Burston, Norfolk. Norman Macmillan supports Montessori and Homer Lane in *A Path to Freedom in the Schools*.

Thank you, TES, for informing, reflecting and stimulating the educational world for 75 years

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1915

Coalition government: Asquith remains Prime Minister.



Labour's Arthur Henderson (above) succeeds Pease as President of the Board. Zepellin attacks on London; Gallipoli. Women's Institutes founded. Committee under William Temple to develop the YMCA's role in educating soldiers.

1916

TES becomes a weekly paper in September price 1d.

Lloyd George Prime Minister. Liberal Marquis of Crewe Board of Education President, followed by H. A. L. Fisher. "Fisher Grant": war bonus to teachers to offset inflation. Ministry of Reconstruction prepares plans for the transition from war to peace: much discussion of the role of education. Lewis committee examining plans for the post-war education of adolescents recommends universal leaving age of 14 and day continuation classes for 14 to 18 of not less than 8 hours per week. Democracy and Education, John Dewey. Thomson Committee examines the role of science in education: 1918 report stresses need for more postgraduate research in science and technology.

SHOULD A TEACHER ENLIST?

We don't want to lose you . . .

The war posed many problems for teachers. Chief amongst them – before conscription was introduced in 1916 – was the problem of whether or not to enlist. In 1915 a correspondent gave his opinion:

A considerable number of teachers are in anxious doubt as to their duty in the present grave national emergency. Two calls come to them, and they hesitate in determining the relative importance of each. There is the old, which bids them remember the future, and the necessity for a present reconstruction, which would have them "carry-on", and by added labour and renewed devotion to minimize the loss involved in the absence of their colleagues. The second call now comes with a greater insistence, and they wonder whether the need for more men is not so acute that even at the risk of a temporary lowering of educational efficiency they must needs follow the flag . . .

TES 5 October 1915

INSTRUCTION IN GERMAN

Sir, – I learn from the educational Press that there are certain secondary schools where instruction in the German language is to be discontinued.

Surely this is a very short-sighted policy and most inopportune. We are said to be a nation of shopkeepers, and there is no doubt that as soon as the war is over our international commercial relations will be quickly resumed, but it is by no means so certain that English firms will quickly engage German clerks. Then will the opportunity for English clerks with a knowledge of the German language to step into the breach. Yours obediently, W. W.

TES 1 December 1914

A year later, the war had caused a steep rise in the cost of living and *The TES* was arguing for a "war bonus" for all those teachers who had not been conscripted:

Careful enquiries have established the fact that at the present moment the financial victims of the war in England are persons with small fixed incomes. For the first time in English economic history the demand for untrained and sporadic labour exceeds the supply. Wages for manual labour are not only high, sufficiently high to nullify the rise in prices, but to such wages in many industries have been added a war bonus, originally intended to meet the rise in prices. The economic result has been a movement from skilled work with fixed wages to the regions of comparatively unskilled work with high wages.

This movement has not yet substantially affected the supply of teachers; but, if the fixed salaries of this class become, by the rise of prices, intolerably low, it is certain that, despite the patriotism of men who fully realize the national

character of their work, the movement will increasingly affect their ranks. Many of those who draw the low salaries now earned by thousands of teachers of both sexes are part of a family supported by composite earning – a fact which should not be taken into account in fixing their salaries, though it affects their claim to a war bonus. But in many cases a man or woman has to live on, and often to share, a very small stipend. With the rise of prices in such cases something indistinguishable from malnutrition (so familiar in the case of school children) follows, and the teacher ceases to be able to cope with his work . . .

The problem involved is quite distinct from the problem of adequate salaries for teachers. That whole question will come up at the end of the war, when it will be necessary to make the teaching profession more attractive to those most competent for this national work. But present necessities must be met; for it is vital to our national life that the teacher shall not be driven out of the school by want . . .

TES 5 October 1916

THE TIMES Educational Supplement



The TES protested when thousands of children missed school to help in the fields.

When this bloody war is over

By the end of 1914, *The TES* was already looking ahead to the postwar era, accurately pinpointing many of the issues which were to dominate education in the 1920s and 1930s:

Every great war in the modern world has been followed by changes in education. . . and we may even now predict some of the courses along which the current of change will flow.

Modern life needs initiative set in discipline. The education which gives this best is one in which the teacher deals with small classes, and in which teacher and pupil react on one another through the medium of corporate life and through a course of study simplified but also both disciplinary and interesting.

The Europe of the era after the war will need to husband its life-forces, and will therefore make public and private hygiene a cardinal feature of its social policy, and physical training a central characteristic of its education. Economy of

industrial force will be indispensable, and therefore the gap between the early close of a child's elementary schooling and the threshold of adult citizenship will be filled up by some form of continuation school, practical yet inspiring. The power of education for good or for evil will be recognized more fully than heretofore, and it will be seen that a nation may gain as much from wise experiments in education as from experiments in marine engineering or in applied chemistry. Perhaps the Development Commission of the future may spend large sums upon skillfully-devised educational experiments.

After the war, there will be a grievous scarcity of men. Women teachers will become more important than ever in English education. It will need care to keep a stable balance between masculine and feminine influences in our schools, especially in the higher standards of the elementary schools. Again there will be need for economy in all expenditure.

TES 10 December 1914

DISCIPLINE OR CHAUVINISM?

The war prompted *The TES* to examine the education system in Germany. A correspondent there wrote in July 1915:

War glorified, the one ultimate and vital aim of life – this is the lesson that millions of German schoolboys are daily listening to. . .

In the schoolrooms throughout the [German] Empire today the true meaning of the Great War is being interpreted according to this point of view. Pupils are being taught that. . . Germany did everything to keep the peace of the world, but was attacked on all frontiers, and is now fighting a defensive war for the outraged honour of the Fatherland.

It would appear to be the distant aim of the German authorities to create a spirit of blind uncompromising Chauvinism in the hearts of the coming generation.

TES 6 July 1915

A writer in this country, however, praised "the thoroughness of the German educational system", in particular its newly-introduced "continuation schools".

The continuation school is typical of other forms of education in its thoroughness; and its combination of practical training with an admixture of idealist patriotism must have had some effect in the present struggle. . .

We have laughed over the pictures of little bullet-headed lads studying a horse's teeth in the classroom, with a view to their ultimate destiny as coachmen. But a system that includes nearly every boy (and many girls) at the most impressionable period of their lives. . . that trains them for the serious business of life and attempts to eliminate the potential loafer; and, finally, that teaches, however clumsily, something of the citizen's duty to his town and his country – such a system cannot be despised. The German counterpart of the hooligan and the apache spends one day of every week in school, with an interval for physical drill. He belongs to a scholars' association which provides him with recreation and literature. He is under the influence of authority just at the moment when it is most needed, and he passes then from the continuation school to his term of military duty.

TES 2 March 1915

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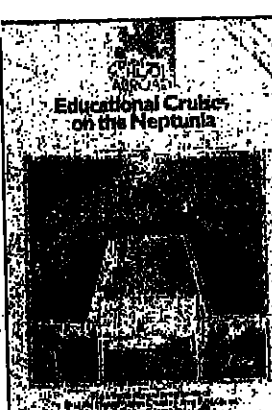
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FISHER ACT 1918: LEAVING AGE RAISED TO 14

A substantial step forward

The need for fundamental reform in English education was recognized by *The TES* long before the 1918 Fisher Act.

As early as 1913 a correspondent had welcomed a Government proposal to:

... overhaul our present system; but as yet it is impossible to ascertain whether that intention involves the application of certain fundamental principles of reform or merely an extension of the patchwork process that has distinguished State intervention in English education since the first State grant of 17 August 1833.

TES 6 May 1913

Two years later an editorial savagely pointed out the need for urgent change:

Our educational system not only fails to make boys and girls into competent men and women; it so dulls their natural capacity that, as was pointed out by the Poor Law Commissioners, before the age of 35 is reached many of them have become incapable of work of any form of sustained effort. The waste in childhood is greater than any war has ever produced: and the waste is not the mere waste due to social friction, but the waste that results from the employment of a wrong educational system. It is argued that we have the only system that we can have; that the people at large would not, or could not, tolerate a universal secondary system or any further raising of the compulsory age for school attendance. This is quite untrue.

TES 2 November 1915

A few years later the paper was following all stages of the Fisher Education Bill's passage through the House of Commons:

Thursday last week was a great day for educationists. It bids fair to rank in Parliamentary history as



H.A.L. Fisher attends Parliament, 1919

a truly unique occasion. Conscious of its significance, members fill the green benches in a fashion rather suggesting the introduction of a Budget ... Mr Fisher's initial success has been great. His proposals, though not ambitious, will carry the nation a substantial step ahead ...

TES 26 April 1917

In the event Fisher's proposals turned out to be a great deal more ambitious than they had at first seemed:

Mr Fisher's proposals proved to be of the first importance, and his speech was a fine effort based on the scholar's assumption that "education is one of the good things of life which should be more

widely shared amongst the children of the country".

TES 16 August 1917

When the economic crisis of 1922 and the Geddes Axe nullified many of the Act's provisions and cut teachers' pay:

The report of the Geddes Committee on education is the only subject of discussion wherever teachers congregate ... a great effort is needed to set the national finances right, that education must contribute as much as it can to the general saving, and that successful economy is more to the advantage of education than, perhaps, to any other Department of State. As soon as national finance is on a sound basis and the benefits arising from various political measures accrue, there may be more money for education. Delay in securing a financial reform means an even more prolonged retardation of the provisions of the Act of 1918. It is more than useless to despair, to say that national education must be ruined if the proposals of the Committee are carried out, and to rouse social animosities by the unfair suggestion that the proposals are aimed at the industrial classes. The main point to remember is that the prospects of education to-day, even after a maximum of possible reductions has been allowed for, are far ahead of those eight years ago.

TES 25 February 1922

The *TES*'s enthusiasm for the Fisher Act has one consequence which survives to this day. The paper's 1000th edition revealed:

In order to lend the support of *The Times* to what became the Act of 1918 it was decided [in 1916] to publish this Supplement weekly instead of monthly, and so to have space to explain the merits of the proposed changes to those who had time and inclination to listen.

TES 30 June 1934

1917

Universities recognized as the proper bodies to run exams for schools. School Certificate exams and Secondary Schools Examination Council come into being. Conscription causes teacher shortage. Church of England tutorial classes started by Albert Mansbridge on WEA lines. Strike School opens in Burslem, Norfolk. Imperial War Museum set up. Rachel McMillan dies. Cyril Burt, *The Distribution of Educational Abilities*. H Caldwell-Cook, *Playway*.

1918

Fisher's Education Act raises school leaving age from 12 to 14, ends all fees for elementary education, provides playing fields and swimming baths and for more technical schools. Plans for more nursery education and to provide part-time education for 14 to 16s. Half-time system to be abolished; detailed restrictions on child employment; medical inspections extended into secondary schools; maintenance grants to holders of secondary school scholarships; register of independent schools, and inspections offered. More facilities for the subnormal and physically handicapped. Women over 30 gain the vote.



Marie Stopes (above): *Married Love and Wise Parenthood*. World War One ends. *The Position of Modern Languages in the Educational System of Great Britain*, the only national enquiry ever held.

ROUGH GAMES FOR GIRLS

(BY OUR MEDICAL CORRESPONDENT)

Women are not and cannot become "good fellows". No amount of "rough and tumble" will serve to alter the facts of their bodies and minds except in the direction of catastrophe. The muscular development of woman is such that she is unable to adapt herself to the conditions of rough games. If she plays these games vital organs of her body may be displaced or damaged. These organs are connected by a very delicate nervous mechanism with her heart and lungs, and when they are disturbed the whole mechanism may be thrown out of gear. Not only so, but violent activity of heart and lungs may react backwards on other viscera. Thus a structure designed to afford a maximum of safety to woman's offspring may be so seriously discomposed as to afford only a minimum.

It is evident that we have here the source not only of great personal sorrow and regret but also of suffering for others, and of loss for the community. Thus there is a psychological as well as a physiological aspect of the subject. It is a part of woman's mission to be wife and companion, and this demands a high degree of health and of nervous stability. Lacking these qualities she becomes hysterical and dissatisfied, and so a



cause of pain and anxiety to herself and her husband. As a mother too, her influence is likely to be for evil rather than for good—a matter of far greater moment than is usually recognized.

TES 14 April 1921

THE FIRST NATIONAL EXAMS

In 1913 a letter alerted readers of *The TES* to "a scheme which, if carried out, will revolutionize education":

Sir, — The British public slumbers while a bombshell is being manufactured. The Consultative Committee of the Board of Education is hatching a scheme ... to substitute one examination as the door to all the professions, and this examination is to be open only to those who come from a "recognized secondary school".

TES 4 February 1913

Its implementation delayed by the First World War, the proposal eventually led to the introduction of the School and Higher School Certificates in 1917.

Initially, *The TES* was sceptical of the centralist motives behind the scheme:

It looks as if the Board's officials cannot draw any line to indicate where their own functions should

stop. They began in 1912 to take up this leaving examinations question solely with a view to diminish an admitted evil; they end in 1915 by a proposal which may or may not diminish the evil, but will certainly extend the active interference of the Board's officials in every detail of secondary school business.

TES 6 April 1915

Two years later the paper reported the similar objections of the teaching profession, as registered at specially-convened conferences:

According to a well-informed correspondent ... it was felt at these conferences that "the immediate and detailed exertion" of the authority of the Board, merely modified by an Advisory Committee, would be a thin disguise for bureaucratic control, such as, in the opinion of many of us, has gravely lowered the efficiency of higher education on the Continent, particularly in Germany.

TES 31 May 1917

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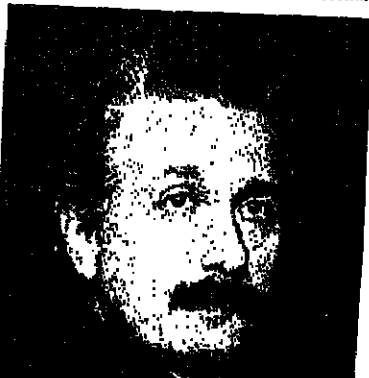
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RRC Radio Rentals Contracts

TES 27/85

1919

Bradford first to use intelligence tests in secondary selection; tests produced by Alfred Binet before the war and adapted to English conditions by Cyril Burt. AUT founded. Burnham Committee established: equal representation for I.E.A.s and NUT. University Grants Committee established: grants to British universities total £1 million.



Albert Einstein (above): total eclipse of sun verifies relativity theory. Total eclipse of sun verifies Einstein's relativity theory. Ministry of Reconstruction reports on need for more adult education. HMC offers places to state-aided elementary schoolboys. Maria Montessori visits England. Prime Minister's Committee to enquire into the position of classics in the educational system of the United Kingdom (report 1923). J.M. Keynes, *Economic Consequences of the Peace* published. TES doubles price: 2d for 16 pages.

1920

NUT refuses pay-scale based on the cost of living: teachers benefit when prices fall. State scholarships to universities introduced: 200 initially; 360 by 1936, but only 1 in 18 successful candidates. Women admitted to degrees at Oxford. Board Circular 1181 urges full practical workshop facilities in all schools. Government offers London University 11½ acre site in Bloomsbury. King's College remains in the Strand. Mechanics' Institution (founded by George Birkbeck 1823) becomes part of University. Nottingham University College creates the first department of adult education. Swansea University College founded. Northern Ireland becomes a self-governing educational unit. National Committee for the Training of Teachers set up in Scotland. Mrs Ada Summers, first woman JP. First World Scout Jamboree held in London. Dalton Plan comes to England from USA.

1921

First National Salary scale for teachers in elementary and maintained secondary schools and technical colleges. Circular 44 in Scotland abolishes qualifying and intermediate exams in schools to lessen exam domination of the curriculum; schools now classed in only two categories: primary (for pupils leaving at 14) and secondary (for those taking the Senior Leaving Certificate). Day School Certificates, with lower grade at 14 and higher grade three years later. Free milk for to all children in need. Four year university course for teachers becomes the norm. Bursary system for pupil-teachers ends. National Council for Labour Colleges and Catholic Workers' College set up. Board of Education and Institute of Miners draw up a Certificate in Mechanical Engineering, forerunner of the OND/HND. First birth control clinic in England set up by Marie Stopes, London. Women admitted to "bachelor" degrees at Cambridge (full degrees 1948). Newholt Committee on the teaching of English. AAM (founded 1884) moves to Gordon Square: Mrs Una Gordon Watson first Organizing secretary. New School Certificate improving standards: 39 per cent university entrants from state schools.

EQUAL PAY AND THE SCHOOLMASTERS' BREAKAWAY

'A deep and unfounded sense of injustice'

An anonymous letter in 1918 claimed:

One disastrous result of paying the same salaries to men and women teachers would be in time to eliminate men from the profession, because no authority will continue to pay more than is necessary to obtain the quality of service it requires, and salaries which are adequate for women and will obtain them will not secure the right type of men. They would not take up the work. This would be a national calamity. The women say that they do not want to lower the men's salaries; but this is a matter beyond their control, and the result would be to exclude men. Unhappily the women teachers are suffering from a deep although unfounded sense of injustice, and in this state of mind are not able to reason about the matter.

TES 5 December 1918

Though the National Union of Teachers had long had a majority of women members, it did not adopt an equal pay policy until 1919. Just as the Union's repeated rejection of equal pay spawned the National Federation of Women

Teachers, so its change of heart led to the breakaway of the National Association of Schoolmasters in 1920.

Equal pay was the NAS's main, but not its only, objection:

One of the most interesting discussions at the Easter conferences was on the question of whether it is educationally sound for men teachers to serve under headmistresses. The National Association of Schoolmasters, meeting at Southampton, passed an emphatic resolution against the practice and urged not only that all "mixed" schools should be under a headmaster but that the staff should include as many male assistants as would ensure the boys' coming under the predominance of influence of men. The meeting went further than this. It disclaimed the policy of parity of salaries of men and women teachers held by the National Union of Teachers and strongly disapproved of the appointment of women inspectors to assess the professional fitness of men teachers.

TES 29 April 1933

The National Association of Schoolmasters is opposed to equal pay for men and women teachers. "The application of equal pay, is advocated, or any approximation thereof, is unjust to the schoolmasters, the boy in the school, the taxpayer and the ratepayer," the Association states in a pamphlet just issued. It points out that on his salary a man has to maintain a wife and family, and that it would therefore be unfair to give a woman, who has no such responsibility, an equal wage. "On the other hand," it adds, "to suggest that the schoolmaster can make adequate provision for normal family needs from a salary deemed adequate for the single woman is absurd." Scales of salaries should be framed to secure reasonably equal satisfaction for both men and women from their earnings... giving separate consideration to the salaries of men and women teachers. To those who point to the young single man the Association replies that he must be regarded as a "potential husband."

TES 11 April 1936

Men and women teachers were not to share equal pay scales until 1961.

Contaminating the young

The TES campaigned ceaselessly between the wars for a more sophisticated approach to juvenile delinquency:

The number of young persons sent to prison is increasing; it was 2,800 in 1915; it was just upon 5,000 in 1918... some 1,300, were for non-payment of fines, and three-quarters of these cases were cases of first offenders who were sent to prison despite the Act 1914...

In this way ignorant magistrates deliberately abandoned the whole policy of rehabilitation in the teeth of the Legislature and public opinion. It is necessary that children under 16 should have the benefit of special Courts, and that cases of the type we have indicated should be tried by magistrates who understand the psychology of young offenders... society is best protected by reformation rather than by imprisonment.

TES 26 August 1920

Such reforms were to take over ten years. Special juvenile courts in London were welcomed in 1930:

It is at last recognized that the problem of contagious criminal environment can be faced, though the power to send children over 14 to prison leaves a loophole for contamination, and amateur country magistrates still send children to prison for trivial offences, such as apple-stealing,

without thought of the harm that they are doing to the community at large. TES 4 January 1930

But children were also subject to other unhealthy influences:

The evidence about betting by schoolboys given before the Select Committee of the House of Commons by an assistant mistress in the London service is, for two reasons, specially interesting. It is certainly a real evil that such a state of things should exist. "Miss Blank" stated that bookmakers took bets as small as a penny from boys as young as ten years...

But what is more deplorable is that with all our elaborate system of inspection and reports no indication of such a state of things should have been made before the present inquiry.

If a moral evil of this magnitude can flourish in the London schools unchecked and unreported to the authorities responsible for the schools, the critical mind not unnaturally asks whether there are other evils in the schools that the responsible teachers do not choose to report.

In the school in question "Miss Blank" discovered that in a class of an average age of 11½ years no fewer than 19 of 42 were in the habit of backing horses. One boy appears to have offered to back horses for the witness.

TES 4 August 1923

NO STRIKES PLEASE

When teachers struck in 1918 over salaries, and again in 1920 over the introduction of national salary scales, *The TES* castigated them:

The public would have more sympathy with the strikes if they sometimes struck in the direct interests of the children as well as in the interests of themselves; if they sometimes said, "We decline to work in a school where there is no medical inspection of the children, no adequate playground, no sufficient physical instruction, overcrowded classes, ill-ventilated rooms and an ill arranged system of education."

To strike on such grounds would at any rate give a touch of altruistic realism to a procedure which sometimes overlooks the fact that the teachers exist for the children, not the children for the teachers... the principle of the strike is wrong, and, moreover, in the long run incapable of securing the object aimed at. The principle is retrograde. It is an attempt, in an advanced stage of society, to substitute the principle of Might for the principle of Right, to substitute for law and order the bludgeon and the blunderbuss...

The National Union of Teachers would strengthen its position if it declared against strikes in any circumstances, while pledging itself to secure arbitration in any case in which its executive considers arbitration desirable.

TES 15 August 1918

75 YEARS OF THE TES

1922

Economic crisis: The Geddes Axe cuts educational grants by one-third; slows school building. Compulsory continuing education for 14-16s another casualty. Teachers forced to accept 5 per cent pay cut and to contribute 5 per cent salary to superannuation: strikes follow in Lowestoft, Gateshead, Southampton and South Wales. System of half-timers abolished. Conservative government under Bonar Law: E Wood succeeds Fisher at the Board. Royal Commission into the universities recommends more lecturers; better pay, pensions, libraries and buildings; women's colleges and extramural facilities. Ivy Williams the first woman called to the English Bar. Exeter University College founded. Compulsory instruction in the Irish language introduced into (Southern) Irish schools.



BBC starts broadcasting (above). R.H. Tawney sets out Labour's educational policy in *Secondary Education for All*: calls for universal secondary education from 11-16 and more state scholarships. A.N. Whitehead, *The Rhythm of Education*.

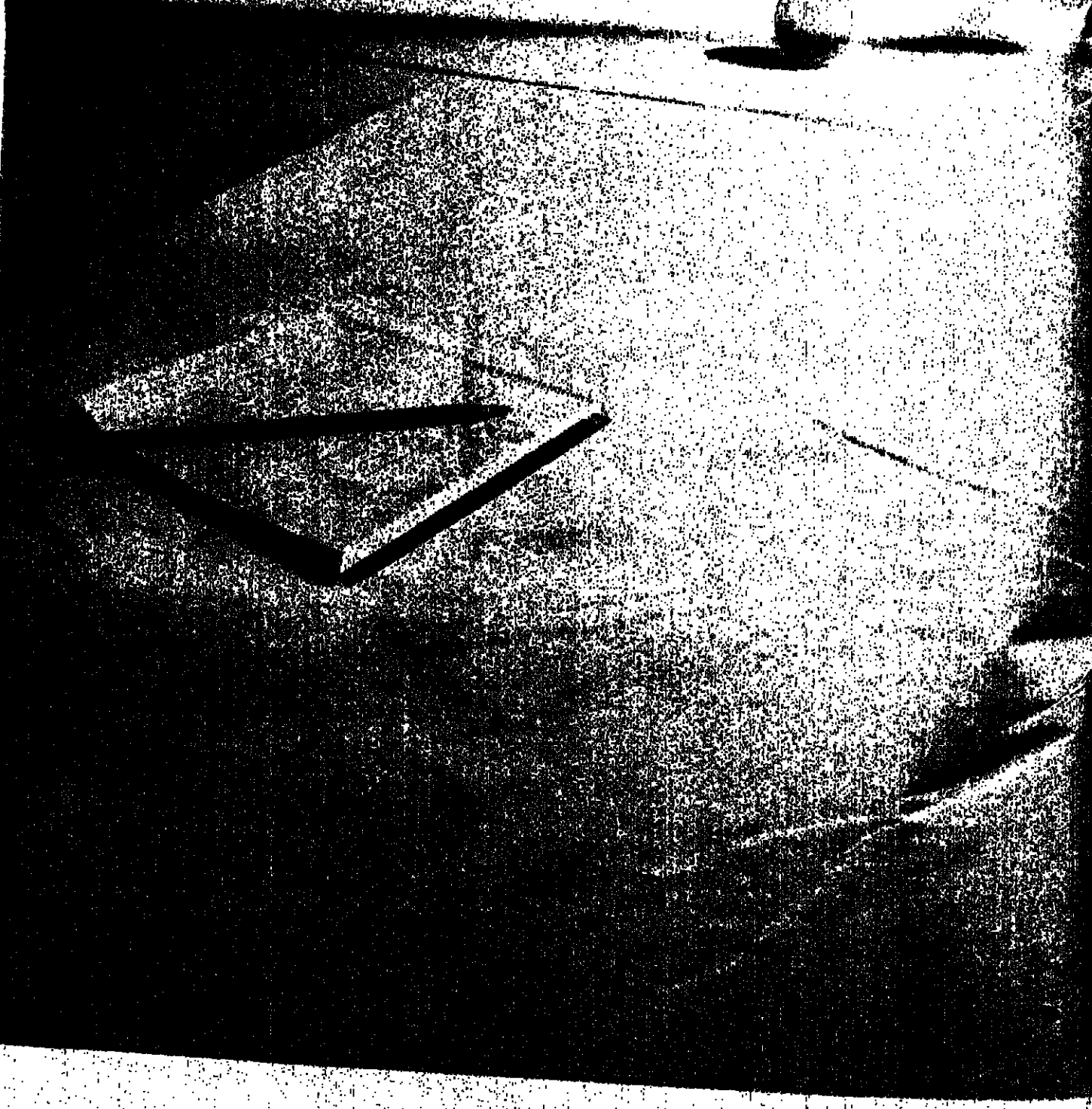
1923

Average pay for certificated teachers in England and Wales is £310 for men, £254 for women. Matrimonial Causes Act relieves wife of necessity of proving cruelty, desertion or another "cause" in addition to adultery. Association of Preparatory Schools Incorporated. Stowe School opens: J.F. Roxburgh head. First Northern Ireland Education Act. First photographs appear in TES. National Association of Manual Training Teachers becomes the Institute of Handicraft Teachers (from 1934 the Educational Institute of Craft, Design and Technology). Board of Education Report of the Consultative Committee on Differentiation of the Curriculum for Boys and Girls respectively in Secondary Schools. Maths Association report on teaching of geometry. Cyril Burt, *Handbook of Tests* and Jean Piaget, *Language and thought of the Child* (English version 1927). TES: price increase 2d to 3d.

1924

Ramsay MacDonald's Labour government. C. Trevelyan President of the Board. Many Geddes economies ended. Hadow report commissioned. Forty new secondary schools approved. More free places at grand-aided secondary schools and state scholarships to universities. Grant for adult education tripled. Reduction in size of classes declared priority. "Black list" of worst buildings in urban areas: over 16,000 classrooms in England and Wales still accommodate two or more classes. School medical service expanded. L.E.A. proposals for raising leaving age to 15. Regulations for grant-aided adult education. Guardianship of Infants Act: joint custody, court powers to decide custodianship. Labour government falls in November - Baldwin heads Conservatives. Lord Eustace Percy at the Board. Sir James Yoxall, general secretary of NUT since 1892 succeeded by (Sir) Frank Goldstone. All men teachers in Scotland to be graduate Cyril Burt, Professor of Education, London University. A.S. Neill founds Summerhill. Cambridge agreed RE syllabus - later used in 110 areas.

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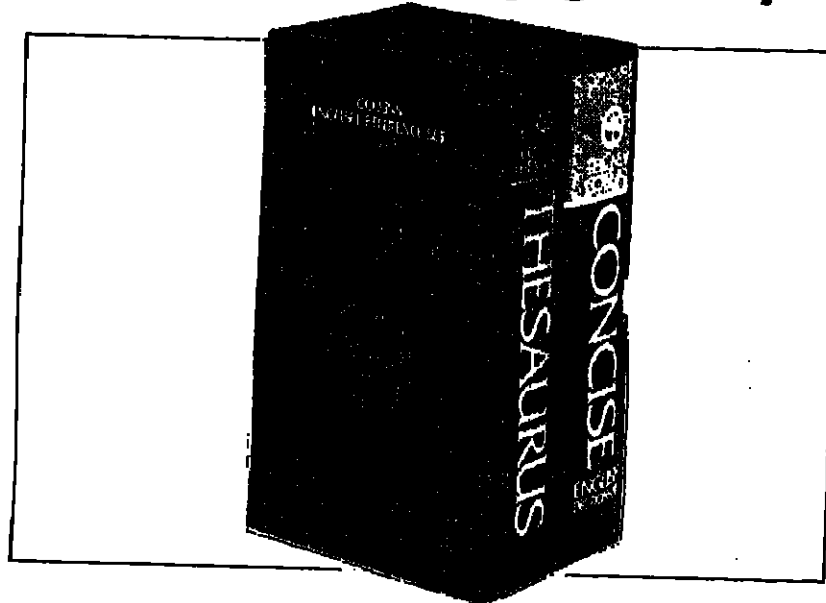
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75 YEARS OF THE TES

RACHEL AND MARGARET McMILLAN

Nursery school pioneers

The death of Miss Margaret McMillan, the pioneer of nursery schools, comes at a moment when her cherished goal is not only blessed by all educationists but when active measures are being taken by the Board of Education to secure such schools as a universal part of our national education... Yet the fact remains that one-fifth of the children who enter the schools are in ill-health.

With these words *The TES* recorded the death of Margaret McMillan in 1931.

The McMillan sisters were born in America but educated in Inverness. Margaret moved to London where she quickly got caught up in social work and the new Labour Party. Rachel decided to qualify as a sanitary inspector and in 1895 took up work as a travelling teacher of hygiene.

In their different careers, the two sisters quickly acquired a deep knowledge of social and educational deprivation. In 1902 they came together in London to plan a health centre and Margaret published her best-known book *Education through the Imagination*. A five-year campaign led to the legalization of grants for school medical inspection, and thanks to a private benefactor an experimental school clinic was opened in Bow. This did not succeed, but the experiment was repeated in Deptford in 1910. *The TES* noted in 1931:



An open-air school at work

During the years of retrenchment nursery schools have not multiplied as they might have done had the provision of the Education Act of 1918 been put into force. But if development has been restricted there has been opportunity for experiment, and the supporters of the nursery school movement (now united in a Nursery School Association) are better equipped for meeting the objections of their critics...

Miss Stevinson, the Superintendent of the Rachel McMillan Nursery School, has made a valuable contribution to the subject in her little book, *The Open-Air Nursery School*. Her aim is to depict the conditions of life for children in a poor neighbourhood such as Deptford, and to show how an open-air nursery school can alleviate these conditions. She describes crowded, airless rooms where whole families work and feed and sleep. Four occupy one bed, while "Baby rests in the pram beside the bed, and Mary in a stretcher between the big bed and the door". Or perhaps there is not even a room.

"We ain't got no 'ome, and when we take the little 'un in with us to the boarding 'ouse, they're that insultin'... Ain't she a little cordrop!... She ain't as clean as I could wish. I da'n't take off'er clothes at night in case they're pinched."

The mothers, as they come to the gate of the nursery school seeking admission for their children, are tired, anxious women, eager to do the best for their children, but often in their ignorance doing the worst.

"I'm keeping Johnnie warm, Nurse. I was afraid yesterday 'e was going to sicken for the Scarlet, and I tied this 'ere bloater round 'is neck just to ease 'im like..."

Miss Stevinson understands the mothers and has nothing but pity for those who find the struggle too hard.

"Most of our mothers are Peter Pans. What chance have they to grow up? Before their school days are over they are put in charge of the babies of the family. When they leave school they go out to work, and at an early age they marry and have children of their own. After that, life is one ceaseless round of work and worry."

It is a hopeless circle which cannot be broken by merely saying "that the mothers are responsible for their children". They must be helped to shoulder their responsibility, and this help can best be given through the nursery school. To the mother it is a haven where she can leave her children if she has to go out to work; a refuge for them, safer than street or gutter, where they can enjoy fresh air; a consulting room where she can obtain advice, help, and sympathy; a model home, setting her a standard.

TES 1 March 1924

SCOUTING IN SCHOOLS

BY LIEUT-GEN SIR ROBERT BADEN-POWELL

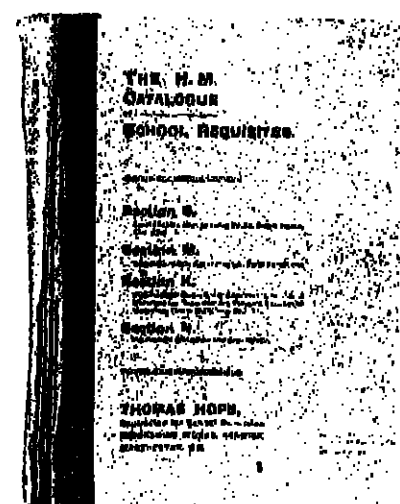
The fact that scouting is going strong at Eton (240 members) after two years' experiment is a sign that it has come to stay; and there are indications that it will now be taken up by other great schools...

The senior boys do not see why, when they are sweating away for their country in the OTC, the Lower School should be loafing about with their hands in their pockets doing no equivalent form of national service. They therefore wholeheartedly advocate scouting. And the junior boys? Well, it is said: "If any boy has guts in him, he has backwoodsmanhood in him"; and where the chance is given him of attaining this he rises to it as

trout to fly. The keenness - and capability - of those scouts of the Lower School at Eton was indeed a sight for sore eyes...

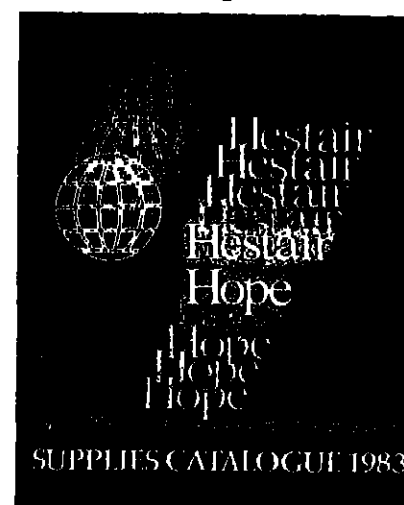
I look forward with a great hope in my heart, for I believe that, with the new development of the Scout Brotherhood, we may yet accomplish a pronounced step in the right direction. With young men from Eton working in brotherhood with those of the East-end, class division and personal interests will be forgotten in the greater issue of playing the game together for the community. We want to give the poorer lad his fair chance in the race.

TES 13 August 1921

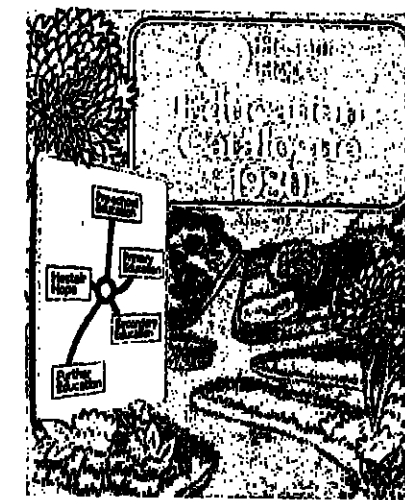


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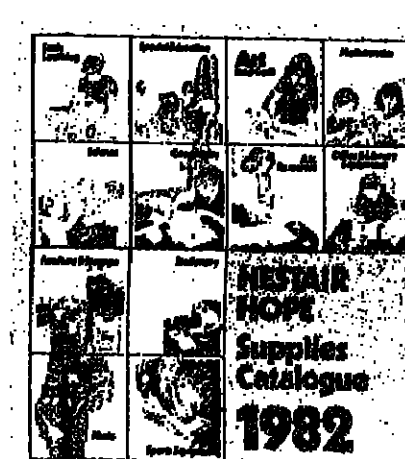
1983—We added 500
products to the range.



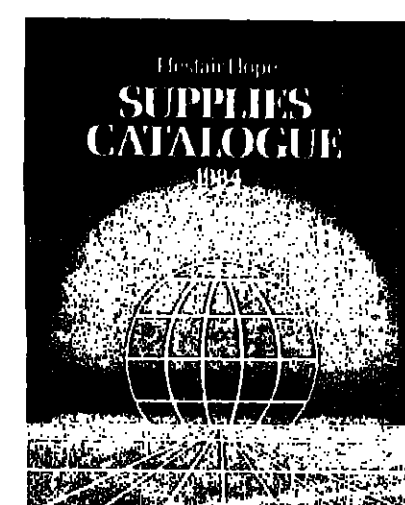
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1925

Committee under Burnham recommends universal 4 year university/2 year teacher training college courses and greater cooperation between the two. Special university exam for colleges to increase standard and autonomy of colleges. Supplementary teachers (unqualified women in rural schools) to be discontinued. Most recommendations implemented by 1930. National Association of Boys' Clubs set up. Educational broadcasting begins.

1926

Hadow report: recommends minimum school leaving age of 15; "break at 11" and four types of secondary school: grammar, modern (with a strongly practical curriculum), modern (with provision for children of differing abilities) and "senior classes" within elementary schools. Reorganization begins. Board attempts to increase proportion of education funded by rates but retreats in the face of huge opposition. General Strike lasts eight days in May. University of London Act: new constitution sets up schools of the university. Direct Grant Schools begin: grant-aided schools not maintained by L.A.s receive capitation direct from the Board. Adoption of children legalized in Britain. New English Law of Property greatly increases equal property rights for women. Reading University and Darlington Hall School established. John Logie Baird demonstrates television. Kenneth Lindsay's *Social Progress and Educational Wastes* shows that in Bradford, where secondary education is free, refusals exceeded acceptances even among the first 200 qualifiers on the list; concludes proven ability of children is unequipped. The poorer the district, the lower the success rate; calls for a minimum leaving age of 16. Bertrand Russell, *On Education*.

WHEN ONE ENGAGEMENT TERMINATES ANOTHER

Just cause or impediment?

In 1927 the House of Commons rejected the Married Women (Employment) Bill, designed to allow women teachers to keep their posts after marriage.

The TES commented:

On the face of things a married woman is at least as efficient as an unmarried woman, and a stout case has been made out for the retention of married women who were in the teaching profession before marriage. The quality of their work has never been seriously attacked, and their sympathetic outlook on child life is certainly not likely to be altered, and many think that it is deepened, by the fact of marriage.

The woman teacher who marries has not lost the benefit of her training and her experience. It will be, in any event, a substantial asset throughout her married life, and not least if her husband is (as he likely to be) a schoolmaster.

TES 7 May 1927

The Bill was drafted in response to several cases in the mid-1920s of women teachers being dismissed upon marriage. The 1925 case of Short v. the Borough of Poole was typical:

The respondent, then unmarried, was appointed... in March, 1914, assistant mistress of the Heatherlands Council School, Parkstone, Poole. There was no question that she had performed her duties satisfactorily and was an efficient teacher. On 6 August 1921, she married her husband, Mr Short. On 31 July 1924, the respondent... received a notice from the appellants' town clerk to terminate her engagement at the expiration of one calendar month from that date, that being the length of notice due.

TES 8 November 1925

On the whole facts, Mr Justice Romer came to the conclusion that the defendants were attempting to dismiss the plaintiff in pursuance of motives in no way connected with the efficient maintenance



Miss, teaching in 1925, would be asked to leave if she became Mrs.

of the schools or of education in their district, but for motives alien and irrelevant to the discharge of their statutory duties, and he therefore declared that the notice purporting to terminate the engagement was invalid and inoperative.

TES 8 August 1925

This verdict, however, was later overturned by the Court of Appeal, which agreed with Poole that:

... the duty of the married woman is primarily to look after her domestic concerns, and they regard it as impossible for her to do so and to effectively, and satisfactorily act as a teacher at the same time. It is unfair to the large number of young unmarried teachers who are at present seeking situations that the positions should be occupied by married women, who presumably have husbands capable of maintaining them.

TES 28 November 1925

THE TES AND THE GENERAL STRIKE

Business as usual



Two undergraduate volunteers man a signal box at Bletchley.

For two weeks during the general strike *The TES* was confined to a single paragraph in *The Times* weekly edition, itself a single foolscap sheet. On 8 May 1926 *The TES* observed: "The lack of transport facilities has caused great inconvenience to the boys and girls who returned to school this week" - even the single broad sheet was not without its misprints.

A week later *The TES* was claiming:

... national education during the strike was carried out with remarkable efficiency. The teachers practically without exception, attended to their duties despite difficulties due to the partial cessation of means of communication. In public and secondary schools the elder boys were released for emergency work on the railways and omnibuses and on other forms of national service. The universities were depleted as the men were given an opportunity to volunteer for urgent national service, an opportunity very generally accepted.

When it was all over *The TES* came out unequivocally on the side of the employers:

The strike which is now ended, a strike which has placed an extraordinary strain on all our schools, on teachers and pupils alike, was illegal from first to last.

It has been an event that all children will remember and no doubt they will be reminded that law and order and true liberty once more have gained a victory in this England of ours... In all the great crises of English history, the schools and the universities have worked on in full reliance that sound ideals and principles of faith and conduct would win in the long run and in the belief that it was the duty of teachers to teach in the quiet confidence of this reliance. The present emergency has shown that this conception of teaching is as fully alive today as it ever has been in the long history of this land.

TES 22 May 1926



WIRELESS WORLD

TES correspondents in the 1920s were excited by the educational potential of "the wireless":

Anyone can see at a glance some directions in which education may be served. If, for example, a class sits in school and hears a Frenchman reading or singing or speaking in French - the said speaker being, in the body, at Lyons - every listener will want to know where Lyons is, the place will have to be found on a map, its exact position discovered, and everything about it in the geography book will be of interest. Moreover, if the listeners cannot understand the language they will want to learn it.

TES 5 May 1923

Speeches in French transmitted from France and delivered in the school-room by means of a "loud speaker" would probably do more to improve French accent than much teaching. French orators are often comparatively slow and deliberate and bring out the value of each word.

TES 5 June 1924

The first school broadcasts received an enthusiastic welcome. But there was one proviso:

The specialists chosen for the work of wireless central class teaching should be appointed by the Board of Education after consultation with the teaching unions and associations, and the British Broadcasting Corporation as such should have no power of choice.

In all cases the broadcasters should be men and women who are or have been actual teachers and clearly understand the mechanism of class life.

TES 26 January 1925

DECAY OF SUNDAY SCHOOLS

At the resumed sessions of the United Methodist Conference in Manchester on Monday the Rev F Barratt of London, reported a decrease of 249 Sunday school teachers and 6254 scholars.

He said that the evident decay of their schools called for most serious consideration. Religious workers among young people never laboured under such serious difficulties as to-day. Parents were no longer convinced of the necessity of sending their children to the Sunday school. They did not even feel the loss of the religious atmosphere formerly considered essential in the training of the young. Many adults had no serious regard for religion at all, but spoke of it as so much "dope." Religious instructors of the young in London had had their difficulties increased by the decision of the London County Council that it could safely annul the Fourth Commandment. No longer were people shocked to see parents of young children going about on Sundays with tennis rackets and in cricket and boating flannels.

TES 18 July 1925

CLASSES AND CLASSROOMS

All who have education at heart will welcome Circular 1325 of the Board of Education with its assurance that no organization of a school will in future be permitted, even temporarily, under which all the classes contain as many as 60 children.

The good in the Board's Circular is, in a great measure, counteracted by the fact that the Board still proposes to retain a floor area of 10 sq ft per child in elementary schools.

In fact this means that the schools will become less spacious and more cramped: less floor space means less air to breathe and less freedom for movement. A ban is set upon active work and the more exhilarating forms of collective activity.

TES 15 March 1924

HADOW ADOPTS THE TES PLAN

Secondary education for all

The Hadow report published at the end of 1926 was hailed as:

a masterly document... The scheme finally adopted is in essence the scheme which the *Educational Supplement* put forward some ten years ago and has steadily advocated ever since, the system of secondary education for all. The Report cuts itself adrift from the old idea of "elementary" education. It declares that all education up to the age of 11, and a little over, should be known by the general name of primary education, "and education after that age by the general name of secondary education."

TES 1 January 1927

Standards of staffing in modern schools were to be "approximately the same as those in corresponding forms of grammar schools" but:

Universal secondary education is not possible

with inferior accommodation and equipment for those grades which devote more time to hand-work than is devoted in grammar schools.

The TES's only dispute with the report was over the use of psychological tests for selection to post primary schools. It had already poured cold water on Dr Cyril Burt's "scientific tests of potential" (*TES* 18 August 1923) and took exception to their espousal by Hadow:

The value of examinations of this type for children of the age of 11 is a doubtful and, it may be, a harmful policy. The head teacher, in consultation with HM Inspector, should be able to assess proficiency and potential powers, to a high degree of accuracy, to a given standard. It has to be remembered that potential powers are the things that matter at the age of 11, and it is exactly these powers that no written examination and no psychological test can measure.

1927

Colleg Harlech founded - the first adult residential college in Wales. Board Report on Welsh in education and life recommends teaching take place in both languages; provision for Welsh teaching in training colleges; inspectors to have knowledge of Welsh and social/economic conditions. Malcolm Committee recommendations implemented: Ministry of Labour made solely responsible for employment services and unemployment insurance administration - dual control (the Board and L.A.s) abolished. Further amendments to Teachers' Superannuation Act. Bertrand Russell starts to run Frensham Heights School (until 1943). *The Jazz Singer*, the first talking film. New publications: Cyril Burt, *The Measurement of Mental Capacities* and *Geography* magazine.



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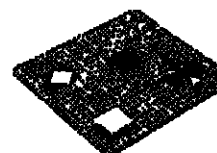
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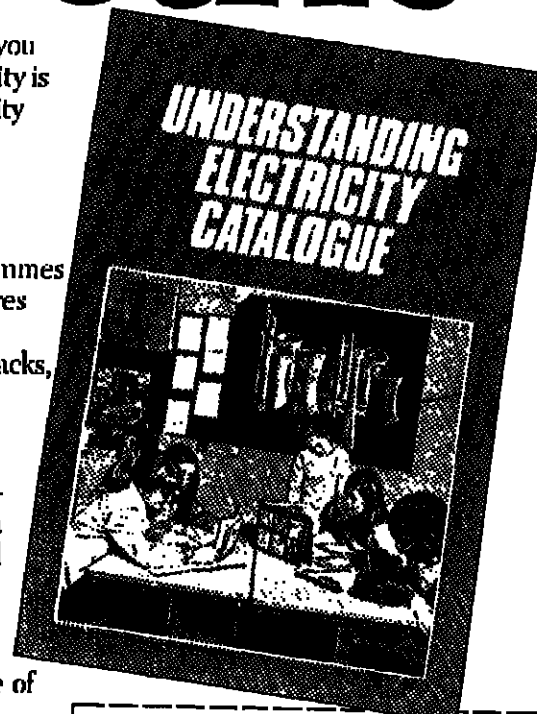
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75 YEARS OF THE TES

1928

Board reports 21 i.e.s are using controversial IQ tests for secondary selection; suggests use may be premature. First Cambridgeshire village college opens at Sawston. Yorkshire Council for Further Education - the most serious attempt at regional coordination of FE. Hull University College founded. Brynston School founded. Women gain vote on equal terms with men. Survey of London life: 13 per cent children in severe poverty. Clerk Committee on education for engineering praises junior technical school work; stresses the value of engineering in secondary education. Board survey on industry and commerce consults 500 firms: finds 90 per cent undertaking FE courses in industry attend evening classes: calls for more full and part-time day courses. Board pamphlet No 70 *Report on the Position of French in the First School Certificate Exam* includes recommendation for a compulsory oral (25 per cent of marks). Education taking 2.2 per cent of national income (1.1 per cent pre-war). Provision of Children's Footwear Bill: government grants for shoes to children in depressed areas talked out; Government claims existing arrangements adequate. D H Lawrence, *Lady Chatterley's Lover* and *Horner Lane, Talks to Parents and Teachers*. First Mickey Mouse film.

1929

Labour Government: Trevelyan again at the Board. New Estates Community Committee created to provide Community Centres on housing estates. Rhodes Scholarships at Oxford reintroduced for German students (lapsed 1914 and again 1939). Report of Mental Deficiency Committee. Open-air schools popular: 170 classes held in London Parks all year round; thought to combat tuberculosis and other infections. Total number of secondary schools up 50 per cent since 1920: 43 per cent free places. 1 in 13 children in grammar school; 1 in 40 in 1914. Robert Graves, *Goodbye to All That* and (Sir) Cyril Norwood, *The English Tradition of Education*.

1930

More state university scholarships; undergraduate population 30,000. Wolsey Hall, Oxford moves to its present address in Banbury Road. Board report on Junior Technical Schools praises relevant, practical courses and serious-minded students but queries economic viability of facilities in schools of less than 200 pupils. Youth Hostel Association founded. Sir Oswald Mosley resigns from Government; Maginot line begun in France. Wall Street Crash.

1931

House of Lords defeats Bill raising leaving age to 15; Trevelyan resigns. Succeeded by H Lees Smith. Depression spreads to Europe. May Committee recommends drastic cuts: grants for school buildings withdrawn and teachers' pay cut by 10 per cent. National Government under Ramsay MacDonald. Sir D McLean (Lib) becomes Board President, but not in cabinet. Sir Frank Goldstone succeeded by (Sir) Frederick Mander as general secretary of NUT. Hadow report on primary education recommends: continuation of 11 plus division; transfer from infants at 7 plus; cooperation between primary and secondary schools; pupils of 10 plus to be streamed. Primary school curriculum to emphasize activity and experience rather than factual knowledge. Maximum of 40 for primary school classes, special training for teachers of backward children. School efficiency not to be judged on success in exams for free secondary places. Ministry of Health advisory committee on nutrition; praises value of school milk. Goodenough Committee on education for salesmanship investigates training and stresses importance of wealth creation. Margaret McMillan dies.

SUICIDE AT SCHOOL

Fagging rules

The painful story of the suicide of a boy of 14 who preferred to die rather than to return to school after the Easter holidays is one of those unaccountable things that show the difficulties which schoolmasters sometimes have to face. The school was Sedburgh, one of the most esteemed public schools in the North of England.

In his evidence the father of the boy said that, from things that his son had told him, he had come to the conclusion that the boy's death was accounted for by his intense reluctance to return to Sedburgh School on account of the fagging system.

The evidence of the Headmaster and of the Housemaster and of a number of boys showed clearly that there was no bullying in the fagging system in force at Sedburgh School, and there was evidence from parents that fagging had done their boys good. The jury, in bringing in their verdict that the boy committed suicide and that there was insufficient evidence to show the state of his mind, expressed the opinion that the system of fagging in public schools should be abolished.

No doubt fagging could be prohibited by the school authorities, but in fact it is encouraged, and rightly encouraged. It is a traditional organization created and maintained by the boys themselves, and if the tradition and all that it stands for is condemned, bullying in the real sense, the domination by the strong of the weak, domination brutal, unregulated and secret, would take its place.

Fagging is an open organization whereby, to use the words of the Headmaster of Sedburgh, the elder boys "try to inculcate in a small boy habits of prompt obedience, cleanliness, promptitude, the notion that it is not mental and not derogatory to do odd jobs." It is a good thing for boys who are sometimes accustomed to pampering at home to clean boots, run messages, make out school lists, do some odd cooking, and make toast for the elder boys.

It is a good thing for the life of a school for the elder boys to organize openly the manners of the school and to devise reasonable punishment for those boys who would take life slackly and bring down the general standard of the community.

The public school tradition is a tradition of law and order and self-sacrifice, and self-government is not the least part of that tradition. Sedburgh School has come out of the present inquiry with entirely clean hands and has no reason to alter its way of life.

TES 17 May 1930

SCHOOL TO WORK

The discussions about the value of commercial education which were reported in *The TES* in the early 1930s strike a familiar note. A report by the Committee on Education for Salesmanship prompted a 1930 editorial:

There is from the business side "a large and impressive body of evidence" which insists on the importance of a knowledge of languages in the business of marketing and many witnesses claim that all existing facilities, and not merely those available in the secondary schools, should be investigated in order that our national deficiencies in this matter should be made good.

The Committee lays great stress on the importance of the spoken word and the development of conversational powers in schools. Employers have to engage young people who can understand the living problems of living peoples, and cannot be content with a mere smattering of French.

TES 26 July 1930

In 1932 the same Committee was looking at ways to encourage public school boys to "enter a business career."

It was agreed that the public schools contained the right material for business and for leadership in business, and that there was now no sort of prejudice on the part of boys and their parents against a business career. Moreover, it was not felt that anything in the nature of a vocational course specially planned for boys who wished to enter commerce should be introduced into the public schools, though... one or two speakers claimed that in the modern world some knowledge of economics should be part of the equipment of every boy.

It was generally agreed that the very best boys are needed for British commerce. Even apart from the present trade depression, however, the school authorities find serious difficulties in advising boys to take up commercial careers... They do not themselves know as much as they might do of the vacancies which occur, or when they will occur.

TES 5 November 1932

THE DEPRESSION: TEACHERS ACT ON 10 PER CENT PAY CUT

'The concern nearest our hearts'

The effects of the Wall Street crash reached Britain in 1931. In the ensuing economic depression, the May report called for drastic government cuts which split the Labour Government.

A 15 per cent cut in teachers' pay was proposed, but after protests, Ramsay MacDonald's National Government finally fixed it at 10 per cent. *The TES* commented:

One point that has been emphasized at various meetings of teachers is that the children will suffer by reason of the inevitable deduction from salaries. This presumably means, in fact it has been frankly stated in some quarters, that the teachers will restrict themselves to the compulsory hours of duty, and will cease to take any interest in the children out of school hours. It is difficult to envisage such a state of things. It is true that many teachers do many things in respect of their pupils which are not strictly contained in their contracts. It is their pleasure and their pride to undertake such voluntary work, and it is impossible to believe that such work will cease in any part of the country. If there is any combined movement in that direction it will be time enough to speak out, but for the present there is no reason to fear. Instead, additional efforts on the part of the teachers will probably be apparent in view of the necessary restrictions that will threaten the elder pupils.

TES 19 September 1931

In the same issue "A Teacher" replied to the National Union of Teachers:

It is a grievous blow. Not a few of us will also be affected adversely by the higher rate of income-tax, and so will suffer a double cut. What sort of face are we going to make about it?

Our unions are conducting an energetic campaign of protest, and we learn from more than

one source that on our behalf "members of Parliament, especially the Liberal members, have been bombarded by letters and postcards and by resolutions... and busily lobbied by all those who could reach London". I sincerely believe that many other teachers will agree with me in finding this attitude and these activities deplorable and humiliating. They appear to me to give the lie to the higher pretensions we as a profession hold to and maintain. They appear also to betray a very serious confusion of argument, and one which lays us open to a charge of cloaking selfish motives under a veil of altruism...

But I feel convinced that there are many of us who cannot feel like that, who cannot consent to think of teaching in terms of cash returns. We have worked too long, we have thought too long, with the fixed and constant idea that our profession is a vocation, that it does demand from us a life of consecration and sacrifice. We have never believed we were well paid; we have never believed we would be. We have simply loved our work as work; we have trusted that here and there we might render service such as it is granted to no other body - not even to the Church - to render...

By accepting the Budget cuts willingly, in the spirit I have suggested, we can prove once and for all that the education of the children is, as we have so often protested, the concern that lies nearest to our hearts...

At one point it was even suggested that the school starting age be raised to six to save £3 million. A correspondent argued:

If a 10 per cent cut in teachers' salaries gravely endangers the educational interests of the children (as the teachers have been asserting), a cut of more than 10 per cent in a child's school life ought to prejudice those interests yet more gravely.

The infants' department has of recent years built up a unique reputation for something that is even more than training - one can only call it education for life. The infants' department takes the child from home, where its life has probably been irregular, in an environment in the main dominated by the needs and desires of others, and provides for it a suitable environment - gives it, in fact, a nursery life, in company with other children, in which all learn the elements of communal living and the first principles of manners and of morals.

The result of this work is plainly evident. Where now, except in the very poorest quarters, does one ever see a dirty or a neglected-looking child of school age? Thirty years ago, in many places, the great majority were dirty and neglected. In their place one meets everywhere the neatly uniformed girl, the smart, tidy boy, whose manners are a credit to any nation.

To raise the age of admission from 5 to 6 years might save us a few million pounds, but it would destroy the main purpose of the infants' schools. The first year, the year of socialization, of learning to live after a decent, regulated, mannerly fashion would be lost... It would quite certainly be reflected in an upward curve in the statistics for juvenile misdemeanor. The crime figures for the past year or two have given us a very sharp reminder of weakening the influence of school...

TES 14 May 1932

HATS OR NO HATS?

Sir, - Four young men have just been to see me about a vacancy in my school. Three of them came - and from a considerable distance - without a hat. Am I intolerant, or is it youth?

HEADMASTER

TES 14 June 1930

1932

First local authority child guidance clinic opens in Birmingham (22 by 1939). Cuts: free places replaced by "special places" with means-test. Grammar schools open to all according to ability, rather than a proportion of places for the brightest elementary pupils. Lord Irwin (later Viscount Halifax) becomes Board President - still not in cabinet. NUT estimates more than 7,000 unqualified teachers in service; 1,100 newly qualified teachers unemployed. Sir Ernest Rutherford's team at the Cavendish Laboratory in Cambridge splits the atom and paves way for the atom bomb and nuclear power. *The Times* and *The TES* adopt new Roman type. Oxford English Dictionary published.

1933

NUT and Educational Institute of Scotland: 210,000 signature petition to end teachers' pay cut. Hadow report on nursery and infant education emphasizes need for new open-air schools. Nursery schools praised but home considered best for very young. Relaxation of restrictions on school building Children and Young Persons Act (and 1938). Children defined as under 14; Young Persons 14-17. Courts given power to remove from their homes children who have broken the law, are out of control or who need care and protection. No child under 8 to be charged with an offence. Susan Isaacs becomes head of the department of child development at London University Institute of Education: major force in the development of child-centred education. British Film Institute founded and National Playing Fields Association receives Royal Charter.

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TES/9/85

A chapter full of warning in the book on *Movies, Delinquency and Crime*, is that which deals with sexual delinquency. Not only are many of the confessions revelatory of unbridled sexual passion excited by amorous passages in films, but



TES 7 April 1934

John H Badley founded Bedales in 1893. Writing about coeducation in *The TES* upon his retirement he took a rather different view of the changing moral climate:

... both for boy and girl, if in contact with one sex only, something essential is lacking. Such a training can only be partial and one-sided; the

For the boy it is undoubtedly a humanizing influence. In language, behavior, and the tendency to appeal to force, such an influence is all to the good. That it does not mean any loss of manliness or slackening of strenuous effort is sufficiently shown by the athletic and scholarship records of the leading educational schools. For the girl the gain in a broadening of outlook and a more bracing atmosphere is even more evident.

Every healthy girl is at one stage of her development something of a tomboy. If she finds the same outlet as a boy for impulses that are just as normal as his, they do not persist or worsen from developing in due course her more womanly qualities. And to both there is a common gain, all the greater for being largely unconscious, in the fact that the beginnings of the sex-instinct find a natural outlet and satisfaction in the intercourse of daily life and in the comradeship that it encourages . . .

In these days, especially, when the old framework of life is visibly breaking up and the old sanctions of conduct have lost their hold, it will be for those who are boys and girls to-day to build a new framework and to work out an ethical code to meet the new conditions of life; and since for the first time in history this will be the joint work of both together, it is the more fitting that they should come to their task prepared by a training of life and work together in the school.

TES 10 November 1934

To mark its 25th anniversary in 1935 *The TES* commissioned an article from Sir Michael Sadler, an influential official at the Board of Education at the turn of the century, who went on to become professor of education at Manchester University, vice-chancellor of Leeds University and, until 1934, master of University College, Oxford. He died in 1943.

When I think of what *The Times Educational Supplement* has done for us during the last quarter of a century, there comes to my mind a memory of those slender bridges in Sikkim which give you safe foot-way across wild and deep waters. To us students of education the *Supplement* has given passage across the chasm, roaring with change.

which divides 1910 from 1935 . . . By keeping its head all through the last twenty-five years, the *Supplement* has helped us to keep ours.

... Nothing short of revolutionary are the times ahead. We students of education are faced with some of the most difficult of all questions. How to escape without unwisdom from the asphyxiating atmosphere of our examination system. Ought we to attempt by educational selection to secure an élite of intelligence? To get unity in national life is it essential to eliminate differences and contradictions in the moral principles and in the beliefs inculcated in all schools, public and private? Is belief in God opium or oxygen?

TES 7 September 1935

SOUTHWOLD, Aug. 2. To the intense delight of his young guests the King to-day broke his holiday cruise to Scotland in the *Royal Yacht Victoria and Albert* and came ashore here to spend a day in the camp for 400 public school boys and young workers which he founded in 1920.

It was the most unusual, exciting, and democratic arrival among his people that any monarch of this country can ever have made. Glorious sunshine, a cloudless blue sky, a blue but very choppy sea; the Royal Yacht, the black of her hull glistening and her two funnels tinted gold, riding at anchor half a mile out, with a destroyer

in unobtrusive attendance; the "front" and the cliffs lined with excited holiday-makers, and waiting on the beach, many of them splashing about in the sea, the 400 boys who are in camp - this was the setting for the King's picturesque coming . . .

Waiting there to greet him were the Home Secretary, Sir Samuel Hoare, in white flannels; the Lord Lieutenant of the County, Lord Stradbroke; Mr Robert Hyde, director of the Industrial Welfare Society; the Camp Chief, Captain J G Paterson; and the Camp Burns, Mr Elman. There was a complete absence of formality.

TES 6 AUGUST 1935

The attempt by the second Labour Government to end university seats in the Commons was defeated in 1931 by just four votes. *The TES* gave its view of the Bill:

There is at the present time a complaint that Parliament is not competent to deal with the great economic problems of the hour, and yet this is the hour chosen to rid the House of Commons of the very men and women who can be of special use and to disfranchise the men and women who can choose wisely and well, among university candidates for Parliament, those who are specially fitted to deal with the educational, economic, and scientific problems of the time.

There are seven university constituencies with about 120,000 voters returning 12 members, and these 120,000 persons are scattered all over the world and not only in the British Isles. Oxford alone has 1,200 overseas voters, and in the Scottish constituencies the proportion is still larger. These highly educated men and women are doing work for the whole Empire, and the university postal vote is the one opportunity they have of expressing their views on questions affecting the Empire as a whole.

TES 7 February 1931
University MPs were finally abolished in 1948.

On 29 August 1985 the Penguin

Elisabet's father will undergo its first test, for the first time, in a few days.

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September

Comedies
The Comedies of William
Comedies
The House of the Dead
The Sign of the Cross
The Sign of the Cross

October

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1936

Education Act: 15 plus leaving age from September 1939; 75 per cent grants to non-provided schools for new buildings for senior pupils.
Inspection of Eton and Shrewsbury.
UGC urges the need for more halls and lodging facilities for students.
Board Circular 1444 stresses need for cooperation between neighbouring I.E.A.s when planning technical schools.
University scholarships increased by 20 per cent, open to all in secondary (grammar) schools.
University representation on Secondary Schools Examination Council cut from one-half to one-third: I.E.A. and teachers' representatives increased.
Burnham Scale 1 abolished.
Rowntree's survey estimates that 31 per cent of working class families in York are still living in severe poverty.
BBC television station opens at Alexandra Palace.
Lancelot Hogden, *Mathematics for the Million*.

1937

Full revision of 1908 black list of sub-standard school buildings.
Earl Stanhope Board President: Sir Henry Pelham succeeded by Sir Maurice Holmes as Permanent Secretary.
Newbattle Abbey, Dalkeith: Scotland's first adult residential college.
National Fitness Council to administer grants for physical training and recreation.
G.D.H. Cole's survey points to major vitamin deficiency in working class diet.
Biffy Bullin opens his first holiday camp - at Skegness.
Handbook of Suggestions for Teachers stresses need for child-centred primary education.
Woodbridge and Morgan, *The Physical Basis of Geography*.

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THE THINGS CHILDREN READ

Ten of the best

An English newspaper has recently been receiving from its readers their selections of the ten best books of children, with their reasons for choosing them. Analysis of the lists submitted showed the following ten books most often chosen:

1. The Bible.
2. Wells's *Outline of History*.
3. Shakespeare's Works.
4. Palgrave's *Golden Treasury*.
5. Green's *Short History of the English People*.
6. Dickens's *David Copperfield*.
7. Fisher's *History of Europe*.
8. Lankester's *Science from an Armchair*.
9. Victor Hugo's *Les Misérables*.
10. Gibbon's *Decline and Fall of the Roman Empire*.

A generation ago no such list would have been complete without *The Pilgrim's Progress*, which would in all probability have ranked next to the

Bible. *Gulliver's Travels* would almost certainly have been included, and either the *Iliad* or the *Odyssey*. *Robinson Crusoe* would not have been far behind; nor would *Don Quixote*; and it is almost impossible to imagine a list which did not include at least one of Scott's works.

Parents are as a general rule inclined to be somewhat heavy-handed in their choice of books for boys and girls. . . . The reader, for example, who selected the Webb's *History of Trade Unionism* for even a 15-year-old is assuming a maturity rarely found at that age. There is more to be said for another parent's choice of the *Statesman's Year Book*.

With such a variety of choice, what do our children select for their own private reading? The answer seems to be, a bit of every kind. . . . A boy of twelve has on his shelves *The Chiltern and the Heath*, *Treasure Island*, a book of reproductions of famous paintings, several up-to-date books on

aeroplanes and yachts, and a varied assortment of Wild West yarns. A voracious reader, aged ten, has acquired, and read, within the past few months, *Greenmantle*, *Treasure Island*, *The King of the Golden River*, *David Blaine*, *Typhoon*, a book on astronomy, an encyclopaedia volume on the sea and sailors, an anthology of boys' adventure stories, Mark Twain's *Joan of Arc*, and *First over Everest*. . . . A girl of thirteen, not a great reader, keeps on her shelves a complete Shakespeare, a copy of Shakespeare's sonnets, Lamb's *Tales from Shakespeare*, an illustrated book on birds, flowers, and insects, together with an encyclopaedia. . . . and an illustrated life of King George V. With the exception of the Bible (presumably possessed by every child), and King George's Shakespeare, not a single one of the "ten best books" figure in any of these three libraries. Yet they all seem pretty good selections.

TES 24 April 1937

ITALIAN DICTIONARY CONFISCATED

From our own Correspondent, Milan

The *Popolo d'Italia* yesterday denounced as "extremely harmful and despicable" the author of an Italian pocket dictionary, published for the first time 40 years ago, and recently reprinted, because the dictionary gives the following definition of anti-Semites: "People, scarcely civilized, who are hostile to the Jews."

As the *Popolo* remarked that "the Fascist and Roman indulgence of the regime could not go so far as to tolerate that another single copy of such a dictionary should be sold," the local Prefect immediately ordered its seizure and all the copies on sale at the bookshops were confiscated by the police. *Habent sua fata libelli*.

TES 28 January 1939

THE EXAMINER'S CIGARETTE

Sir, - It would be interesting to know whether any instructions are issued to oral examiners in modern languages for the School and Higher Certificate in the matter of smoking during the examination of the candidates. The latter may not object to the smell of smoke and stubs, but the examiner who has a cigarette in his mouth while putting a question, or who, while speaking, raises his hand to his mouth to remove his cigarette, must be handicapping the weaker candidates to whom the question comes through a haze of smoke from a possibly obscured mouth.

Yours faithfully,
HEAD OF A MODERN LANGUAGE DEPARTMENT

TES 22 July 1939

A LARGER TELEVISION PICTURE

A television receiving set with a screen about twice the size of that in the standard home receiver was demonstrated by the Marconi EMI Company in London on Tuesday. The set is meant for clubs, hotels, and demonstration rooms, where a number of people may have to be accommodated, and is not for domestic use, except perhaps in the largest houses.

The new set seems admirable for these purposes. The screen is 22in. by 18in., and the picture may be seen with ease more than 20ft. away. . . . And in the middle of the West End, where interference from motors is particularly bad, there was no trouble from traffic.

TES 5 February 1938

THE UNIFORM

John came to join our East London Scout troop in April. Just drifted in one evening and said that he wanted to be a Scout and had seen our boys coming in at the door every Wednesday, and did it matter that he was a Jew? We were glad to tell him that it didn't matter at all, and that in fact we had two other Jewish boys in the troop already. John did not look like a Jewish boy, but had many of the best characteristics of his race. He seemed to take his scouting very seriously and to apply himself to his tests with more patience and steadiness than are usual in a Gentile. . . . he told us that money was not too plentiful in his home and that he was afraid he could not afford his uniform just yet. He asked us anxiously whether not having his uniform would prevent him being enrolled and we assured him that it would not make any difference, the uniform being merely the outward sign that he was a Scout, but the important thing being that he intended to do his best to keep the Law and play a man's part in helping the troop.

So John was enrolled in his ordinary clothes, and the heartiness of the cheer that welcomed him as a member of the troop showed us that in his quiet way he was making a place for himself. . . .

The troop had a grand summer camp in the Lake District, for which the charge was 18s. A Scout, and John had a private word with us when the details were announced. "My mother says I can choose between going to camp and having a uniform," he said, "and after thinking it over very carefully I have decided to choose the uniform, because the camp will be over in a fortnight but the uniform will last me a long time. . . ."

I think John almost regretted his choice on the night when we left for the North. He was the only one who was not coming, and if he had not been so busy we should probably have seen something a bit pathetic in his face as we marched away to our Paradise, leaving him behind.

He had his reward when he turned up at the first meeting of the winter season, looking tremendously smart in his new uniform. He felt at last that he was really one of us, and his rather serious face seemed to glow with the joy of one who through sacrifice had obtained his heart's desire. It was probably the happiest evening of his life, and we are all grateful to God that he had it. Next week he was absent, and we heard of his illness only in time from the Scoutmaster to attend the funeral. A slight cold, pneumonia, meningitis, pleurisy. Yes, we are very glad he had that one proud evening in his new uniform.

TES 16 January 1937



SCIENCE IN SCHOOLS

The 1933 meeting of the British Association at Leicester had a particular interest for teachers and other educational workers. . . .

An increasing interest in the teaching of chemistry, both inorganic and organic, in schools is shown by the multiplication of textbooks, some excellent and thoughtful about ultimate problems and others not so excellent. The best secondary school today are fitted with admirable laboratories, and there is an increase in the number of specialist teachers on the subject. Whether the relationship of the teaching of pure and applied mathematics and the teaching of the principles that underlie physics and chemistry has been equally developed may be doubted. The new mathematics, the new physics, and the new chemistry have, at any rate, not only common methods but a common philosophy.

TES 16 September 1933

BOMB AS CRICKET BALL

When schoolboys were playing an impromptu game of cricket at Wyke Regis, near Weymouth, last week, a master who was passing caught sight of the "ball" and asked to see it. It was a bomb. One of the boys found it in a field near the school, and had thought it was an old doorknob.

TES 10 July 1937

TOTALITARIANISM AND THE VOICE OF BRITISH YOUTH

The lessons of Munich

In the relief that followed the Munich agreement, *The TES* was quick to draw a moral for schools:

The true foundations of peace can only be well and truly laid if there is understanding between the nations of the world, if artificial barriers are cast down and a spirit of mutual good will is fostered. True sympathy will grow if people can meet face to face, can exchange ideas, and can grasp each other's point of view. In this country we are notoriously insular. More than in any other country of Europe, even men and women who have enjoyed the benefits of higher education, do not speak any language but their own. We show ourselves willing to let pupils drop the study of languages even in the secondary schools, and in our primary schools, with rare exceptions, no language is heard but our own. . . .

The desirability of extending the curriculum on these lines was urged, a long time past, by the Consultative Committee of the Board of Education in their Report on the "Education of the Adolescent". They regarded as essential the need of insuring sufficient time for language study, and they pressed for a daily lesson of at least 40 minutes throughout the senior school course.

TES 8 October 1938

In 1939 *The TES* welcomed the idea of an Empire Youth Movement and the plans for a "Youth City" which was to be built in London:

The proposal goes straight to the heart of a world problem. If the world within the next generation or so has to decide whether its civilization shall be based upon the idea of a free democracy or of totalitarianism, it is essential that the youth of the countries which believe the democracy shall get together to learn that "spirit of cooperation and service" by which alone democracy can live. This fact is realized by the proposers of Youth City, for they describe it as "primarily a great home where the youth of Empire may meet each other and the youth of other countries," and as "part of the answer which must be made to the challenge of the totalitarian States. . . ."

The proposers say. . . "Youth City. . . will be more than a rendezvous and hostel; it will be a place of much activity, with definite and coordinated purpose in all its undertakings. Here will be no place for the boys and girls merely bent upon pleasure and social amenity; its use must be dependent upon the users' readiness to conform to high standards of conduct and to render willing service."

TES 14 January 1939

Plans for the National Parliament of Youth, which is to be held in London on March 24-27, are going ahead apace, and the great interest aroused by the scheme gives promise of a successful session. The Parliament, the first of its kind in this country, is being organized entirely by young people for young people, and has the right therefore to be regarded as an important gathering - as, in fact, the first authentic expression of the voice of British youth.

Between 20 and 30 youth organizations, representative of a very wide range of thought and activities, are already officially supporting the Parliament, and it is hoped that between 40 and 50 will actually send representatives to sit as members.

Of those organizations which have already decided to take part, a considerable number have submitted the subjects of the Bill which they intend to propose for discussion. It may surprise some people to find that in a list of 32 proposals education easily takes first place. . . . A Bill, to be presented by the National Union of Students, deals with the present educational system in the universities. . . .

Bills on health, fitness, and nutrition, proposed respectively by the YWCA, the Young Commun-

JEWISH REFUGEES

Two hundred boys and girls - the first batch of 5,000 Jewish and non-Aryan children from Germany who are to be found immediate refuge in England - landed at Harwich last week. About half of them have come from an orphanage in Berlin which was burnt down, and the others are from the Hamburg district. The children, who were accompanied by eight of their school teachers, are accommodated at a holiday camp in Dovercourt Bay, near Harwich, until homes have been found for them with English families.

TES 10 December 1938



1938

Spens report on secondary education: recommends expansion of technical schools; vocational courses; careers' teachers; leaving age 16; grammar, technical and secondary modern schools; but late transfers at 13 to be encouraged; grammar school places for 15 per cent of the population; new leaving certificate for technical colleges.
Report on the training of teachers calls for three year courses, less formal lecturing and close links between training colleges and universities.
Earl de la Warr becomes Board President
George Biro of Hungary makes the first widely used ball-point (invented 1886).
First broadcast of news in foreign languages by the BBC.
John Dewey, *Experience and Education*; Bertrand Russell, *Education and the Social Order*.
Death of G S Freeman, first editor of *The TES*.

The Concept Keyboard is the ideal alternative to the Gwerry keyboard, developed and tested with teachers over a four-year period, and now making a significant contribution to learning methods in schools and colleges throughout Britain.

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"Immediately I was aware how much concentration is improved when children are not asked to type questions. . . . lends itself to teacher devised programs. . . . allows even teachers who have no knowledge of experience of programming, like myself, to devise their own programs."

the increasing number of software publishers now producing software for the Concept

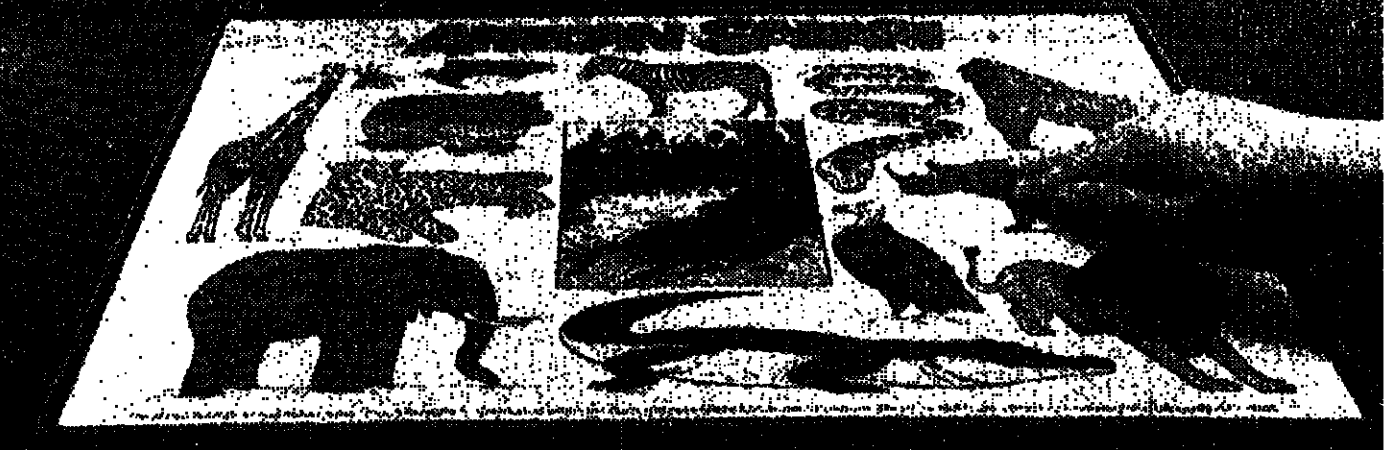
Keyboard only confirms the credibility of this most important of all peripherals for the primary school micro."

... offers flexibility to the programmer, as any shape, object, word or character can be stuck on the keyboard overlay and assigned to a fixed code."

Originally developed by Star Microterminals Ltd., the Concept Keyboard is now manufactured and marketed in conjunction with A B Electronic Products Group PLC. For further information please complete the coupon below or contact Conny Lindwall, A B European Marketing, Forest Farm Industrial Estate, Whitechurch, Cardiff, CF4 7YS, Tel: 0222 618336.

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Concept Keyboard is a trade mark of Star Microterminals Limited. Registration applied for.



This four-page advertiser's feature appears in the 75th anniversary issue of The Times Educational Supplement as a statement of MEP's aims and achievement



The London County Council's Flint Street School, 1908.



King George V inspects the Girl Guides (founded, like The TES, in 1910), Catherham, 1926.



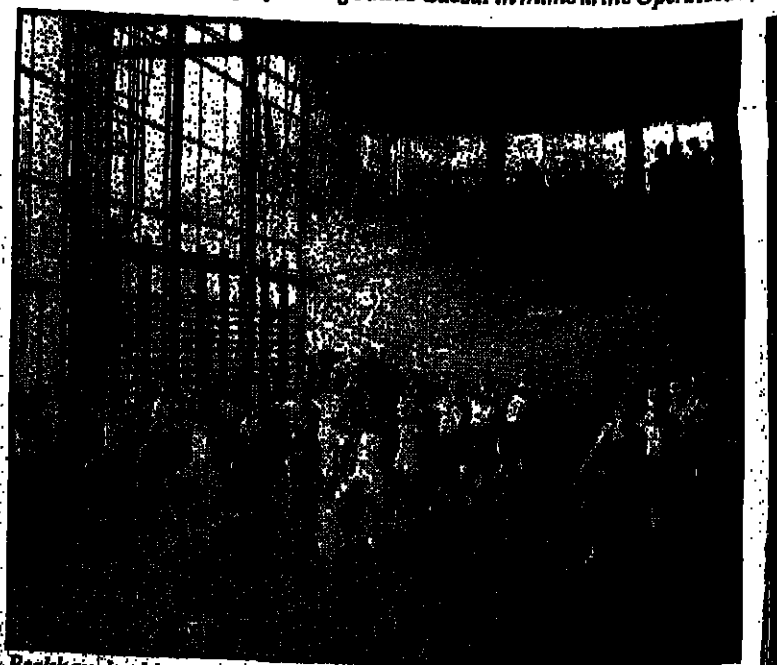
Mr Claude Elliott, the new headmaster of Eton, takes up his duties, September 1933.



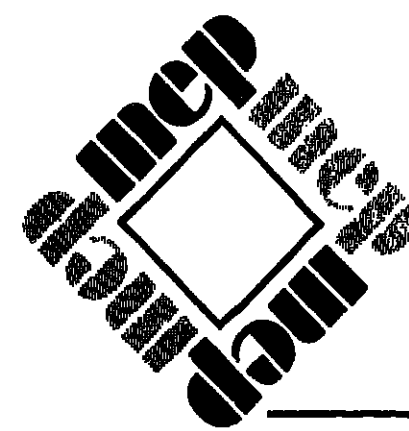
Edwardian school medical inspection: the 1907 Education Act laid the foundation



Elmslie Girls' School performing Julius Caesar in mime at the Opera House, 1935.

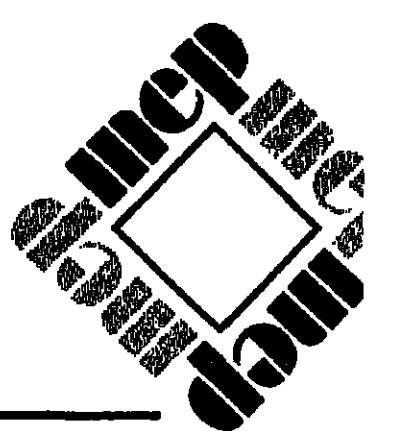


Peckham health centre: women's class, 1935.



Microelectronics Education Programme

A Review



FIVE YEARS OF PROGRESS

RICHARD FOTHERGILL ASSESSES THE NEED FOR CHANGE.

During the last 75 years, The TES has recorded many changes in education, in its organisation, its curriculum and its style, as well as its personalities. Institutions have come and gone, and great curricular initiatives have grown, inspired and then withered, often leaving little behind. Like any set of activities that are designed to be of service to the collective society of our nation and to its people, education has to evolve to reflect and enhance the attitudes and needs of that society, and to prepare children for ways in which their opportunities, abilities and interests can reach their maximum potential.

Regrettably, it always seems that education gets it wrong, and efforts to improve are always being made. But now, such efforts are even more critically important, as society itself staggers and shudders through one of its greatest and most profound changes, certainly in the lifetime of this newspaper. That change is the transition between the old industrial society of mass production and full lifetime employment to a new set of circumstances that some have called post-industrial society and Professor Tom Stonier of Bradford University has described, more appropriately, as the Information Society. Dominating that transition, and inevitably a central feature of the future, are the pervasive

applications of microelectronics. Two features of those applications dominate. The first is the use of the technology to control, monitor and manage the older technological applications and so much of our environmental needs with much less intervention from human operators. Sometimes these applications of microelectronics are inhibiting or even disquieting, but in the vast majority of cases they introduce improvements in quality, speed, accuracy, safety and convenience.

For some — like the physically handicapped — applications have opened up vast areas of opportunity, mobility and communication that have caused immense improvements in their way of life. The second feature are the extraordinary changes that are taking place in information and communication: both central to all the activities of education. Information overload is now a cliché from which everybody suffers in their various ways, but the accessibility of information either directly or through the wide range of available systems marks a great challenge to our list of how much and what content our small human brains should carry.

It is also both a result of and dependent on

HOW MEP WORKS

The who, why and what of the operation.

The Microelectronics Education Programme (MEP) started work in 1980. Its major sponsors are the central education departments of England, Wales and Northern Ireland (DES, WOED, DENI) in partnership with the 109 local education authorities. But finance for projects is also made available by many industry companies, both large and small, with whom the Programme works in fruitful collaboration.

However, the most important resource of the Programme are the people who work with it. They, their skills and their experience, are probably unsurpassed by any other national team in this field. There are over 400 staff working with MEP and its co-operating projects.

MEP's aims are to promote, within the school curriculum, the study of microelectronics and its effects to encourage the use of the technology as an aid to teaching and learning.

To achieve these aims, MEP works closely with local education authorities and stimulates teacher training and curriculum development at both regional and national level.

And, in order to provide an appropriately focused approach to the vast breadth of the curriculum affected by microtechnology, the educational work of MEP has been divided into five areas of activity or domains.

The first deals with education about computers, including computer awareness and computer science as a specialised academic subject.

The second — electronics and control technology — focuses upon the teaching of microelectronics to provide all students with an awareness of the importance of this area.

The third — communications and information systems — concerns itself with the generation, storage, retrieval, communication, appreciation and use of information. Emphasis is on the process rather than on the computer and on the cognitive and social skills required for information handling irrespective of age, ability or subject area.

The application of microtechnology to children with special educational needs has been perceived

as being so important as to require a domain all to itself.

The broadest field, that of computer based learning systems, impinges upon all the others, but focuses upon those areas where the computer is used as an aid to teaching and learning in subjects not especially concerned with computer technology.

In the area of primary education, that is for children aged 5-11, the work of these five domains is brought together under the general co-ordination of a national team, the purpose being to adopt and apply the skills and experience gained with secondary school children (aged 11-18) to the learning and curricular needs of the 5-11 age range. Perhaps surprisingly to some, this work in primary schools draws upon the whole breadth of the Programme's work and is not restricted to computer based learning systems.

After wide consultation, MEP developed guidelines for teacher training. Based on these guidelines, in-service training courses in a broad range of topics are provided wherever the Programme operates and are attended by close on 30,000 teachers (or 6.5% of the UK teaching force) every year. Additional courses are provided for teachers and trainers in the primary and special education sectors.

Training materials for teachers are under continuous development, not only for lecture room use but for distance learning in locations where teachers cannot be released for training. MEP created the training packs used by over 65,000 teachers who needed elementary training when computers were first placed in UK schools.

MEP produces a wide variety of classroom resources — devices, computer software and other curriculum materials in a variety of media — to help children learn about and use microtechnology and to assist teachers of all subjects. MEP works closely with teachers and other educationists in the development of its projects. Curriculum working groups are established to offer advice, and guidelines are developed for the preparation and presentation of materials.



Partnership in learning will mean experimenting and seeing things through children's eyes at their level. Senior educationists try their hands at driving a LOGO turtle.

mastering the increasing range of communications systems. When schools in England and Australia talk to each other daily through electronic mail, the world seems a smaller place, and certainly one in which the chance of international misunderstanding and ignorance can be reduced.

During the last five years, MEP has been concerned with training teacher educators and developing materials about and making use of this new technology. At first, we were more concerned with exploring the nature and potential uses of it, but more recently, as we have analysed the more successful elements in the light of the way teachers are using them and children are learning from them, we have concentrated more on the curriculum changes that are needed in response to them.

In some parts of the country, a debate on the curriculum issues has begun, partly inspired by the book *All Change* that we published about eighteen months ago. For, if we are becoming more of an Information Society, what changes in the curriculum are needed to reflect this?

It is certain that many of the working practices that a ten year old sees around him or her today will be different or have disappeared by the time he or she is twenty, so the curriculum pathways that lead to particular and narrow practices and vocations are doomed to irrelevance. Nor are those changes suddenly going to stop, for this transition period is likely to take many years.

So, if we are really going to help children prepare themselves, we need to see children leaving school and further/higher education with broader attributes. They need to feel at home with technology and engineering applications, and comfortable in using them as they have some global understanding of the concepts behind the various black boxes. They need to be flexible and adaptable in their approach to changing circumstances, and, therefore, less narrowly specialised in their background and thinking.

Self-confidence is essential, when circumstances are changing, and they must feel capable and interested in furthering their learning. This latter is given such extended possibilities with the opportunities provided by the new information and communication facilities, and the ability to handle and explore them thoughtfully.

Of course, there are many more features of the curriculum we need for the future, and a lack of space here to explore them. The point however is the centrality to the curriculum of personal attributes and skills, and the need for a very much reduced emphasis on specialised subject content.

Of course there is the need for some, as all activities are founded on basic knowledge and information, but education for the future is less

about vast tracts of content and more generalised concepts, attitudes, skills and abilities and judgements.

If such changes are to come to our curriculum, the role of the teacher will need to change, too. That there will be a need for and teachers in the future, I have no doubt. The styles of learning are already changing, position of the teacher will need to change. While there are still likely to be times when teacher as 'authority' is the appropriate more suitable stance for many pupils as a source of resources and guide to their personal

I was writing about this some 15 years ago and many have now adopted that role. New technologies have introduced approaches, that of 'partnership' in Exploratory learning, central to the use of the technology in all subjects, me situations will arise continually which pupil nor teacher have met before, and exploration, hypothesising and resolution to them both. Working together as will give the pupil insights into the attitudes, strategies, skills and experience will be of great value.

The need for these changes is not to Britain. At the recent World Conference on Computers in Education (WCEE) in Norfolk, Virginia, it was clear that the same are being addressed by all the countries world, although at different levels of development.

At the moment, the thinking and practice in Britain are far ahead of anywhere else, an great opportunity for us to continue to forefront of the necessary changes.

The question is whether we are so motivated and organised to take advantage of present position. If we are successful, with the communication facilities that the nations of the world may become harmonious, compassionate and understanding. When The TES comes to produce its 75th issue in twenty five years time, it will be reflecting on a very different set of circumstances. The content and approach of the curriculum will be very different, meeting the needs of with facilities and behaviour that is much from that of today.

Children will still need to learn, and will still be there to assist them. The question of the next few years is whether we in today will be able to act fast enough sufficient insight to prepare for these changes.

Richard Fothergill was appointed director in 1980. He wrote the Programme's strategy and has been responsible for its implementation.

M is for Microelectronics

Graham Bevis explains the need to grasp the basics

"The world of electronics and information technology is always exciting and always changing. Microprocessors, computer-aided design and manufacturing, robotics, and the prospect of a 'fifth generation' of computers - all these developments present our country with a challenging opportunity.

"If we seize it, we can compete in the markets of the world - including the market here in Britain - create new jobs and increase our prosperity. If we fail, Britain can only slip back.

"The skills required are many and various. Conceiving new products and bringing them to the market; designing new equipment at the forefront of development; manufacturing it efficiently and economically. New technology, though, is not just for specialists - people at all levels in industry and commerce need to appreciate what it can do, and acquire the facility to use it.

"So we need to make sure that young people in particular get the education and training in new technology that they need. Government, the education service, industry and commerce all have a part to play."

It was in these words that the Prime Minister introduced the National Electronics Council Review of 1985 and they entirely reflect the views which determined the nature and direction of the efforts of the Electronics and Control Technology domain within MEP.

When MEP started relatively few pupils studied electronics or electronic systems as part of an examination course and even fewer were fortunate enough to experience a practical course at an awareness level as part of their basic education.

Since then the Finniston Report, the Alvey Report and the Butcher/Baker Inquiry into the problem of engineering and technology skills shortages, have provided a very profitable background to the debate about education and new technologies.

The questions raised include: what is the knowledge of technology that all pupils should acquire; what are the skills and attitudes required for young people to develop into confident and competent adults in a world dominated by new technology; how do we encourage more young people to look to future careers in engineering, commerce and industry?

MEP was fortunate in being faced with an education system which was already recognising the new demands being placed on it and some individuals and schools were adopting locally defined solutions, borne out of particular interest or expertise. But many difficulties remain. Not least of which is the fact that the current curriculum is overfull. How then can new ideas and topics be introduced by the introduction of appropriate elements into existing provision?

The ECT domain began as the Cinderella in the MEP operation. Its purpose and potential contribution being little understood by educational administrators, both inside the schools themselves or in the power houses of the leas or DES.

How often have I heard the statement (if it not an argument) "we do not need to enable our children to understand anything about microelectronics technology any more than we need to teach them about the intricate principles and operations of the internal combustion engine".

It took some time, following the many educational conferences set up by MEP, and with considerable help from industrialists worried about IT skills shortages, to begin to establish an appreciation that microelectronics, or new technology, is increasingly pervasive in its influence on the world of work, leisure, education, the daily organisation of our individual lives and the way in which society is organised and controlled. Therefore, in a democratic society, all citizens should be well enough educated about the nature and capabilities of the new technology in order to be able to influence intelligently its adoption, application and development.

Additionally, and valuably, a practical study of microelectronics has a very great deal to offer the basic educational process at all levels of ability and age. It develops the ability to think logically, to learn and to apply knowledge to the solution of practical problems, to choose and implement a solution, to evaluate it and, if necessary, improve this solution in the light of experience.

Couple these arguments with the absolute clear fact that if we are to survive as a reasonably successful and prosperous nation, we must be able to identify and stimulate those special pupils, who have imaginative and creative talents, and to encourage them to become the engineers and technicians of a successful manufacturing based economy then you have no choice but to accept the fact that some practical experience of microelectronics should be part of the curriculum of all pupils from 5-16 years.

Quite soon after MEP began work it became clear that with all the attendant problems described above plus the fact that very little curriculum development had been done in the ECT field, the task of the intending ECT teachers was well nigh impossible. It was also clear that many teachers felt it was far more important to provide all pupils with some experience and knowledge of IT systems than to provide a specialist technical education for a few. There was obviously a need to develop a highly supportive practical course as an introduction to IT systems, and this has evolved as the

MEP Microelectronics For All scheme.

In it pupils first explore the interaction of input sensors and output devices before discovering ways of using more than one piece of information to control output devices. They are then in a position to be able to use their new found knowledge and solve simple problems given to them or conceived by themselves. The pupils then progress through a similar structured exploration of the processes of counting and remembering, leading to work on simple stored sequence control systems. This leads directly to work with a microcomputer as the 'control element' in an IT system.

Having developed an appreciation of the principles, structure and operating processes of IT systems, the pupils are then encouraged to turn their thoughts to the applications of IT, including those around them in their everyday environment, and those not generally seen but important in their effects. From this the pupils begin to develop the all important appreciation of just what it is the silicon chip systems can do and equally importantly what they cannot do.

MEP is currently working with the BBC to produce three TV programmes aimed at addressing these questions: by observation of real world systems at work. Furthermore, a joint initiative (BBC+MEP) is enabling the production of an adult reader, designed to provide the detail of particular IT systems in terms of the effects on the work of persons employed where IT systems have been installed: either in the job situation itself or the nature of the product (in the broadest sense) produced by the employee.

While what has been described is appropriate for all pupils many factors have encouraged schools and colleges to offer specialist courses at 16+ and 18+ in electronics / microelectronics / technology. Most of these courses are defined by new syllabuses, largely unsupported by appropriate curriculum, or even advice on how best to teach the syllabus to meet the requirements to be examined at the end of the course.

The many teachers, charged with responsibility for these courses, find themselves in the position of having to define their own approaches and strategies within their knowledge and experience in these subject areas is often in the stages of early development.

So while the inset programme in the MEP regions began with mostly introductory courses, the work has now moved on to the development of highly detailed distance learning packages which are tailored to particular hardware and approaches. The tutors' guide contains details of the theory and concepts to be explained by following practical exercises. Thus the study rate is self determined and allows for variation in previous experience and rate of learning.

There is a wide range of course topics available for development work on distance learning packages. In progress or planned. Many others will be needed as the level and extent of microelectronics technology courses in schools expands. Clearly, great demands are being made on the teachers and perhaps the pupils, but the reported experience from teachers and pupils in this field is all the same, one of considerable enjoyment, satisfaction and interest in this work.

The motivation is unquestionable. It is after all learning, even more so than intelligence itself. And when the goal, as the Prime Minister points out, is the ability to compete in the markets of the world - creating new jobs and increasing our prosperity - then the need is irresistible.

Graham Bevis is national inset coordinator, electronics and control technology domain.



Graham Bevis explains to delegates at a European Community-sponsored conference the different approaches that can be used in microelectronics education

Sharing IT with the World

MEP's International Work

There is tremendous international interest in the Programme's activities and MEP now has a consultancy service to deal with enquiries and provide guidance and courses. Arrangements for the purchase of materials or licence agreements are available.

MEP is also concerned with responding to the needs of other countries overseas who seek to harness the experience and skills developed by the teaching profession in the United Kingdom to further their own national developments of microelectronics education.

Inward missions to the United Kingdom are welcomed, and prior to their arrival, MEP consults with them about the needs of the missions and from its extensive range of contacts organises and accompanies visits to schools and colleges, centres of expertise and industrial companies, to help the delegates achieve their objectives. Likewise, it provides consultancy and courses based in other countries.

MEP does not run 'standard courses', rather it tailors courses to the specific needs of its clients thus avoiding any disappointment over courses not being appropriate to the needs of the group. However it is possible to give some idea of the range of MEP's repertoire: 'Running an educational computing service'; 'INSET strategies for local and national projects'; 'The management of curriculum development'; 'The development of educational materials for the microcomputer'; 'Designing and teaching microelectronics courses for 11-18 year old students'; 'Computer courses for 11-16 year old students'; 'Data logging and control technology for

schools'; 'Helping children with special educational needs'; 'Organising the use of a computer as an educational resource in school'; 'Integrating the computer into primary education'; 'Computer based learning systems - styles and practice'; 'Information skills and computers'; 'Introducing the electronic office to young people'; 'Evaluating educational software'; 'Designing educational software'; 'Girls and computers'; 'Computers in school administration'.

All these courses can be presented in the UK or offered overseas where appropriate facilities exist or can be established. The need for sensitivity is also recognised. Nations are understandably sensitive about external influences on their education systems. These are, after all, kernel to their own society structure and development.

Because the UK has experience of both centralised and de-centralised education systems, and works towards its government, our teacher trainers are well equipped to present all facets of microelectronics education in a way which informs and educates but avoids cultural impositions.

Educational co-operative projects which usually involve teacher training in the UK and overseas, as well as curriculum development and technology transfer, are particularly valued, for they build up long term and enduring relationships between teams in the UK and overseas, which in turn lead to support and co-operation far beyond the confines of the original project.

CREATING RESOURCES FOR THE CLASSROOM

Five years of inset and curriculum development has enabled MEP to produce a comprehensive range of teaching and learning materials. The catalogue was sent to all maintained schools in England, Wales and Northern Ireland last July and a supplement with a complete index is currently going out through leaf mailing systems.

For the benefit of others who are interested in the breadth of activity a list of all titles is given below and over. Further details can be obtained from the publishers or manufacturers concerned or from the Programme's regional centres, who may also have the materials available for demonstration.

SOFTWARE - Commercial

Adison-Wesley	MEP 160	Information Technology	MEP 118	Microtechnology
		- teaching pack - cassettes		- Software
		- teaching pack - disks		- Filmmstrips plus notes
		- pupils' packs - price per pack		- Kit of parts
				- BBC Broadband
MEP 161	Introducing Information processing			- Crimp tool
Edward Arnold				
MEP 300	Newton			
MEP 301	Interp			
MEP 302	Scott			
MEP 303	Ridnet			
MEP 304	Enzlin			
MEP 305	Evolut			
MEP 306	Enzlin			
MEP 307	Confor			
MEP 308	Compte			
MEP 309	Haber			
BBC Publications				
MEP 115	Early Learning			
MEP 116	Using Your Computer			
	- Software			
MEP 117	Using your computer			
	- home version			
	Includes 2 audio cassettes of broadcasts			

SOFTWARE - MEP Regions

MEP 118	Microtechnology	MEP 118	Microtechnology
	- Software		- Software
	- Filmmstrips plus notes		- Filmmstrips plus notes
	- Kit of parts		- Kit of parts
	- BBC Broadband		- BBC Broadband
	- Crimp tool		- Crimp tool
MEP 119	Advanced Studies Geography	MEP 119	Advanced Studies Geography
	- Filmmstrips plus notes		- Filmmstrips plus notes
MEP 120	Maths Topics I	MEP 120	Maths Topics I
MEP 121	Maths Topics II	MEP 121	Maths Topics II
MEP 122	Maths Topics III	MEP 122	Maths Topics III
	- Moving Molecules		- Moving Molecules
	- Population Growth		- Population Growth
	- Balancing Your Diet		- Balancing Your Diet
	- Making Ends Meet		- Making Ends Meet
	- French Connections		- French Connections
	1914		1914

MEP 133	Quelle Tete	MEP 062	Campaign
MEP 134	Kopplage	MEP 063	Dissail and the Eastern Question
MEP 135	Tevellations	MEP 064	Micos in the Primary Classroom
MEP 136	Uit		Module 1
MEP 137	Floater	MEP 065	Micos in the Primary Classroom
MEP 138	Chemical Collisions		Module 2
MEP 139	Introducing Map Skills I	MEP 066	Micos in the Primary Classroom
MEP 140	Introducing Map Skills II		Module 3
MEP 141	Watts in Your Home	MEP 067	Micos in the Primary Classroom
MEP 142	Sea Cliff Erosion		Module 4
Chryd Technics		MEP 068	Micos in the Primary Classroom
MEP 210	Edward		Module 5
	- User Pack		
	- Teacher Pack disk		
	- Primary Guide disk		
	- Primary Guide cassette		
	- Starter Pack disk		
	- Starter Pack cassette		
MEP 231	Edward +		
MEP 232	Tyson Pack		
	- Teacher Pack disk		
	- Teacher Pack cassette		
	- Primary Guide		
	Upgrade Pack		
Educational Software for Microcomputers (ESM)			
MEP 180	Story Writer		
MEP 181	Early Reading - BBC & Pop-It		
MEP 181	version		
MEP 181	Early Reading - Concept Keyboard		
	version		
MEP 182	Pre-reading - BBC & Pop-It version		
MEP 182	Pre-reading - Concept Keyboard		
	version		
MEP 183	Science Builder		
MEP 185	Wordcraft		
MEP 186	Micro Story		
MEP 187	Catch up		
MEP 400	Word Web		
Glen & Co Ltd			
MEP 390	Suburban fox - Software resources		
	- Software component		
	- Resources component		

Holmeann		MEP 266	Macmillan Education
MEP 070	Accounts I	MEP 267	Branching story
MEP 071	Accounts II	MEP 268	Call my bluff
MEP 072	Repondre I	MEP 270	Compromis I
MEP 073	Repondre II	MEP 271	Compromis II
MEP 074	Repondre III	MEP 272	Compromis III
MEP 075	Compromis I	MEP 273	Compromis IV
MEP 076	Compromis II	MEP 274	Compromis V
MEP 077	Compromis III	MEP 275	Compromis VI
MEP 078	Compromis IV	MEP 276	Compromis VII
MEP 079	Compromis V	MEP 277	Compromis VIII
MEP 080	Compromis VI	MEP 278	Compromis IX
MEP 081	Compromis VII	MEP 279	Compromis X
MEP 082	Compromis VIII	MEP 280	Compromis XI
MEP 083	Compromis IX	MEP 281	Compromis XII
MEP 084	Compromis X	MEP 282	Compromis XIII
MEP 085	Compromis XI	MEP 283	Compromis XIV
MEP 086	Compromis XII	MEP 284	Compromis XV
MEP 087	Compromis XIII	MEP 285	Compromis XVI
MEP 088	Compromis XIV	MEP 286	Compromis XVII
MEP 089	Compromis XV	MEP 287	Compromis XVIII
MEP 090	Compromis XVI	MEP 288	Compromis XIX
MEP 091	Compromis XVII	MEP 289	Compromis XX
MEP 092	Compromis XVIII	MEP 290	Compromis XXI
MEP 093	Compromis XIX	MEP 291	Compromis XXII
MEP 094	Compromis XX	MEP 292	Compromis XXIII
MEP 095	Compromis XXI	MEP 293	Compromis XXIV
MEP 096	Compromis XXII	MEP 294	Compromis XXV
MEP 097	Compromis XXIII	MEP 295	Compromis XXVI
MEP 098	Compromis XXIV	MEP 296	Compromis XXVII
MEP 099	Compromis XXV	MEP 297	Compromis XXVIII
MEP 100	Compromis XXVI	MEP 298	Compromis XXIX
MEP 101	Compromis XXVII	MEP 299	Compromis XXX
MEP 102	Compromis XXVIII	MEP 300	Compromis XXXI
MEP 103	Compromis XXIX	MEP 301	Compromis XXXII
MEP 104	Compromis XXX	MEP 302	Compromis XXXIII
MEP 105	Compromis XXXI	MEP 303	Compromis XXXIV
MEP 106	Compromis XXXII	MEP 304	Compromis XXXV
MEP 107	Compromis XXXIII	MEP 305	Compromis XXXVI
MEP 108	Compromis XXXIV	MEP 306	Compromis XXXVII
MEP 109	Compromis XXXV	MEP 307	Compromis XXXVIII
MEP 110	Compromis XXXVI	MEP 308	Compromis XXXIX
MEP 111	Compromis XXXVII	MEP 309	Compromis XL
MEP 112	Compromis XXXVIII	MEP 310	Compromis XLI
MEP 113	Compromis XXXIX	MEP 311	Compromis XLII
MEP 114	Compromis XL	MEP 312	Compromis XLIII
MEP 115	Compromis XLI	MEP 313	Compromis XLIV
MEP 116	Compromis XLII	MEP 314	Compromis XLV
MEP 117	Compromis XLIII	MEP 315	Compromis XLVI
MEP 118	Compromis XLIV	MEP 316	Compromis XLVII
MEP 119	Compromis XLV	MEP 317	Compromis XLVIII
MEP 120	Compromis XLVI	MEP 318	Compromis XLIX
MEP 121	Compromis XLVII	MEP 319	Compromis L
MEP 122	Compromis XLVIII	MEP 320	Compromis LI
MEP 123	Compromis XLIX	MEP 321	Compromis LII
MEP 124	Compromis L	MEP 322	Compromis LIII
MEP 125	Compromis LII	MEP 323	Compromis LIV
MEP 126	Compromis LIII	MEP 324	Compromis LV
MEP 127	Compromis LIV	MEP 325	Compromis LVI
MEP 128	Compromis LV	MEP 326	Compromis LVII
MEP 129	Compromis LVII	MEP 327	Compromis LVIII
MEP 130	Compromis LVIII	MEP 328	Compromis LIX
MEP 131	Compromis LX	MEP 329	Compromis LXI
MEP 132	Compromis LXII	MEP 330	Compromis LXII

MEP 155	Micro in Schools Awareness	MEP 155	Micro in Schools Awareness
MEP 156	Micro in Schools Awareness	MEP 156	Micro in Schools Awareness
MEP 157	Micro in Schools Awareness	MEP 157	Micro in Schools Awareness
MEP 158	Micro in Schools Awareness	MEP 158	Micro in Schools Awareness
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MEP 198	Micro in Schools Awareness	MEP 198	Micro in Schools Awareness
MEP 199	Micro in Schools Awareness	MEP 199	Micro in Schools Awareness
MEP 200	Micro in Schools Awareness	MEP 200	Micro in Schools Awareness

Longman	Rates of Reaction (DECOMP)
MEP 009	The Manufacture of Sulphuric Acid
MEP 010	(CONTC)
MEP 011	Homogenous Equilibrium
	(EQUIL/A/B)
MEP 012	Gas Chromatography (GASC)
MEP 013	Siting an Aluminium Plant (DALCO)
MEP 014	Organic Synthesis (SYNTA)
MEP 015	Chemical Plant Case (FLEMNT)

GETTING ACROSS THE IDEA

Ann Irving sums it up

Quality thinking. Two words summarise what we're known for in the rest of the world. From all parts of the globe educators have flocked to see what we're up to, what we're trying to achieve in MEP, what we have achieved - with the help of many teachers, administrators, manufacturers, programmers, politicians, researchers, and students.

Looking back, in order to look forward, it seems that we have travelled many electronic miles in the company of hoards of energetic and hard-thinking colleagues. From the early attempts to consider 'managing the micro' to the latest efforts to control the creativity that has leapt out from classrooms and corners-at-home across the nation, and make this a continuous process of action research and curriculum development.

We have lots of software and ideas for its use too numerous to apply in the human time available. Requests for help, materials and ideas flow in daily, from home and overseas, demonstrating the leading position that our national approach holds. But a national position is one thing: making sure that every student in the United Kingdom has an equal chance of access to all that information technology may offer is another.

So, what does it offer? Has it affected curricula? Is learning any better? Is teaching any easier or more efficient? Does any of this ensure a rosier future for the young, for the unemployed, for the sick or elderly members of our society? Will it improve our economy and make life any better for anyone?

If we cannot, at some time, begin to answer such questions, then we cannot justify what we do - for what is education if it is not the development of a society through its people? As Richard Fothergill said four years ago, the aim of MEP was: to help schools to prepare children for life in a society in which devices and systems based on micro-electronics are commonplace and pervasive. And so they are today.

All around there are such devices, from hole-in-the-wall banks to electronic light pens that issue

your library books. From pacemakers that keep a heart alive to the Possum that gives life to a disabled person's thoughts. All of these devices and systems help people to communicate, for what is a society if it does not enable its members to share and develop their human capacities for feeling, thinking, growing and communicating?

The Communication and Information Systems domain of MEP, concerned with the impact of technology upon the range and nature of human communication, saw as its raw material the transmission of ideas, facts, opinions, understanding, explanation and questions between people. All of this is information, and communication is achieved when it is understood, or turned into knowledge.

Access to information, both intellectually and physically, is the foundation of the teaching and learning process - and it is this process which has occupied our thoughts and dominated our actions for the past four years.

The 'information process' means, at the sharp end of educational practice, six primary understandings:

1. Awareness of information as a resource whose use requires certain skills - information skills;
2. Understanding of structures and processes of information systems through interaction with a broad range;
3. Understanding of how communication media affect sender, recipient, and the message itself;
4. Knowledge of information storage and retrieval principles, and how they can be tailored to fit users' needs;
5. Appreciation for the impact of IT upon the information and communication systems used in industry and business;
6. Expertise in integrating information and communication skills into curricula across the school.

Our courses and materials aim to help such understandings develop. For example, *Informatters* 1 and 2 are in-service education and training packs

designed to help advisers, teachers, librarians and students. Each of the workshops they contain peels away one layer from the complex 'whole' so that understanding of this or that skill or concept is introduced. Another production, *Exploring Information*, is an ambitious series designed for students which reaches across curriculum boundaries by teasing out the common skills and concepts associated with information handling and management. One deals with a real-life problem facing many scientists: that of realising that one's own knowledge base relates to someone else's in ways too subtle for the old manual information systems to cope with.

With IT, we can so easily traverse the boundaries between subject disciplines; eg. searching for information on a particular chemical and its toxicity can now be related by the IT system to the medical and agricultural knowledge banks. The resulting synergy helps science, industry and human society to grow and develop.

A modern concept of literacy requires a knowledge of other ways of organising and presenting information.

Courses and materials on viewdata - like the MEP/CET pack on educational viewdata - help students and teachers understand the implications of these systems for both school and the wider world outside. Emulation software, such as *Microviewdata* and *Edfax*, allow first-hand experience of designing and structuring videotex systems in general.

Information retrieval systems offer students the chance to see how information is or is not retrievable as they create and search their data. Specific packages like *SIR* and *Quest* show possibilities and constraints. These condition the choice of system for the data to be organised and stored.

What may be easy to edit may be slow to search, and vice versa, and as students grow into our world of large mainframes and satellite links to huge networks of the world's information resources they learn the meaning of McLuhan's maxim: 'the medium is the message'. Each system changes what it stores because it limits how it is stored.

Today youngsters have opportunities to understand influences of the current technologies on human communication in ways never enjoyed by their forbears. It took several centuries for us to realise how the printed word altered the way we speak and think. Now, through the availability of *The Times Network for Schools* and the *Prestel in Schools* scheme, students can see it happening and begin to understand how people might stay in control rather than being controlled.

Progress is sometimes fast, sometimes slow. Grasping, explaining and conveying the sophisticated uses of the 'IT' (IT takes time, for propagator and receiver, but, to quote British Rail's slogan, we're getting there. There was a time when we needed to explain and define and describe information-handling and information skills to

everyone - now there is at least an awareness of what is meant and why such skills are important. Thousands of teachers have attended courses on these issues: a demonstration of another leap forward in educational thinking, for they have no precise curriculum location. If you can accept that information is the commodity handled by teacher and learner as they engage in the partnership called education, then you can see how the subject boundaries are beginning to blur.

The information process consists primarily of the core of learning, for to study is to acquire information and to process it to make knowledge.

By working with other organisations we have been able to build upon the work of the British Library Research and Development Department, the Schools Council (as it was then), the National Foundation for Educational Research, the Council for Educational Technology, and a host of institutions around the world who share our concerns.

So the curriculum shifts have been helping to meet the shifting needs of our society. As we move out of the 'time of parenthesis' as John Naisbitt (*Megatrends*) has labelled today, and into the information age - the golden tomorrow described by many current thinkers - the time is ripe for blending our specialisms where necessary, sharing knowledge and understanding, exchanging views with the world communities that are emerging in the wake of global communications made possible by IT.

We already find it as easy to 'correspond' with Australians on the other side of the world as it is to communicate with those across the UK. Students and teachers are already engaged in electronic mailing between nations, already dialling up international databases, already sending locally-compiled data to other localities. The global village already has a few small huts and a marketplace. We still have a long way to go.

Many schools are changing, but the transition from what we knew to what we need to know is as dramatic as the shift from field to factory. And the timescale is even more so. The process of consolidation is needed - but so too is the need to find and appraise each new technological step forward for its educational implications and applications.

We have been able to develop software, hardware and course materials that not only mimic the world outside schools but which also allow students to engage in its deliberations. While learning how to create and use information and communication systems will develop literacy for the 21st century it is the by-product, quality thinking, that will keep our schoolchildren ahead of their counterparts across the world.

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NEW TECHNOLOGY CREATES A NEW SUBJECT

Philip Russell explains its support

these were pilot courses they were evaluated by those attending as well as by those organising the courses.

The experience gained in the first two years led to the development of a further strategy. It was generally accepted that even the combined efforts of the less and MEP to provide short courses was still not enough. The training required by teachers in order to prepare pupils properly for O-level could not be achieved in a few short courses.

Longer courses were necessary (and still are) for a subject which few people had met in their own education. The concepts needed to be assimilated, which takes time and practice. The background necessary for understanding how computers are used in business and industry has to be acquired. Attempts were made in every MEP region to identify a course of at least 150 hours duration, and provide support in terms of staffing or resources.

This led to a third stage of concentrating on the production of materials which support the teaching of computer studies. A small team of people is currently engaged in preparing inset packs which will be given to less. These new packs will cover the areas of data processing, computer control and databases.

Additionally, the members of the team have assisted in the preparation of a pack entitled *Information Technology and the Curriculum*. This is shortly to be given to all with the intention that the materials in it will support courses for headteachers. All the packs will be multi-media and freely copiable within the lea for use in their schools.

MEP personnel have also worked in collaboration with industry to provide further resources for computer studies. There are two particular

examples of available computer education materials which should be mentioned. These are both designed to demonstrate the number of ways computers should be used in the classroom as an aid to teaching computing. They also try to introduce pupils to the ways computers are used in commerce and industry. Many people describe this type of approach as 'computing from the real world'.

The first example is that of computers used to control external devices. The advent of the microcomputer has made it possible for simple experiments to be set up in the classroom by the pupils themselves. The purpose of these experiments is to present problems to the pupils which they are capable of solving.

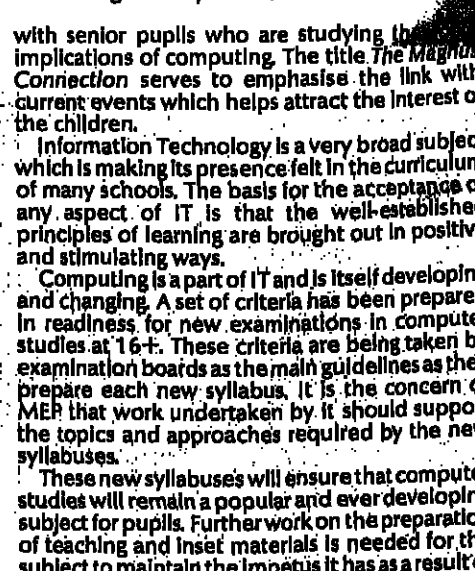
The problems posed are similar to those encountered in industry, only the scale is different. In the solution to the problem, the pupil is encouraged to build small models as well as write programs. The emphasis will sometimes be on the application area and sometimes on the structure of the program(s). In both parts, the pupil has to apply analytical skills as well as the ability to envisage solutions in three dimensions. The model building aspect is emphasized or otherwise depending on the aptitude of the learner. Also, the problem can be matched by the state of readiness of the pupil to solve it.

The second is a data processing application which concentrates on the main principles of data capture and file handling. It uses as an example the way computers are used by an oil company to monitor the movement of personnel who go offshore in the North Sea.

While it was originally written for use with computer studies classes it has been used with other groups of pupils. One important use is



The Prime Minister watches as Sheffield pupils demonstrate their computer-controlled model of the Magnus oil platform.



Philip Russell is national coordinator, computer education domain.



for the school health service.



pool, 1938.



ice at a Reading nursery school, 1947.



Juniors gargling against 'flu', 1957.



Leicestershire pupils spend a day in the country 'to dispel IT-plus nerves' in 1959.



Third form French, Knoll School, Hove, 1960.



Look, no walls: this 1967 Californian school was influenced by open plan developments in Hertfordshire.



Childcare classes in Lancashire, 1963.



Grammar school petition, 1976.



Brian Glover interviews the young unemployed of Newcastle's Eldon Square for The TES in 1984.

1939

Burton strike: Tom Higdon dies and school closes. Longest strike in British history ends.
Donald McLachlan editor of TES.
Board Circular 1486 points to neglect of adolescent social and physical development after leaving school.
Special Liverpool Act: i.e. can lease premises to voluntary bodies. Ends long quarrel with Roman Catholic Church.
Second World War begins in September.
Raising of school leaving age abandoned.
Evacuation: by end of year, a million children have had no schooling or school medical services for 4 months.
NUT HQ moves to Toddington, Glos.
Board schemes for encouraging music and the arts to combat social disruption of war and black-out; youth welfare schemes to combat delinquency. National Youth Committee.
Sir Fred Clarke, *The Crisis of Freedom in Education*.

1940

Governesses' Mutual Provident Association members "hard hit by the war". Many lose jobs. Rationing starts.
Coalition under Churchill. Herwald Ramsbottom becomes President of the Board of Education; refuses to ban conscientious objectors from teaching.
"Franca Week by Week": extracts from French press, begins in TES; discontinued with fall of France. Paper supply halved.
J. Chuter Ede becomes Parliamentary Secretary to Board of Education.
H.C. Dent becomes editor of TES.
Reservation (from military service) age of schoolmasters raised from 25 to 30.
Ship evacuating 90 London children to Canada torpedoed and lost.



Blitz: LCC Medical Officer finds no evidence of nervous disorders among children due to air raids though survey shows they get less sleep than in peace time.
The Factors of the Mind by Dr Cyril Burt and Schonell, *Essential Intelligence Tests and Reading Tests* published.

1941

In view of blackout, LCC changes slogan for evening classes (Fluorid) to "Fashion Your Future".
Lord Baden-Powell dies; Boy Scouts Association forms Air Scout branch.
425,000 London children now evacuated: head sued for damages for injury to pupil doing farm work, deters others from organizing school parties.
Oxford House, Bethnal Green, plans prep school for entry to public schools for selected "slum boys".
Reservation age for teachers raised from 30 to 35.
Chuter Ede speaks of post-war reconstruction plans.
Gas mask practice for children every week or fortnight. Pearl Harbour.
Expansion of wartime nurseries for under-fives.
R.A. Butler becomes President of Board.

1942

Youth Advisory Council replaces National Youth Committee.
Minister of Health states after 1,000 days of war health of nation better than in peace.
Paper shortage forces TES to discontinue publication of School Certificate and HSC results.
Magnetic recording tape developed.
Looking Ahead: Conservative Party on post-war national education.
Board of Education returns to London from evacuation in Bournemouth.
Beveridge report on Social Insurance.
National Service Bill: 18-year-olds eligible.



The storm clouds which were gathering over Europe in the late summer of 1939 cast hardly a shadow over the news pages of *The TES*.

On 2 September 1939, the day before Britain declared war, the front page was given over to an account of the implications for community centres of the previous year's Spens report. News of Government plans for the evacuation of "schoolchildren and other priority classes" was relegated to an inside page.

The following week, however, the war – or at least "The Great Exodus" – was front page news:

There is no parallel in history for the great exodus which took place during last week-end from the dangerous and congested industrial centres of England and Scotland. Nor can one recall a greater piece of non-military planning than the transport and administrative arrangements which made the evacuation possible.

Every teacher will be proud at the thought of what the profession has done and will feel gratitude towards the railway officials and local government workers who made things easy for children and adults.

In some places a small amount of evacuation is still going on and no official estimate of the achievement is yet available. It is safe to say that 3,000,000 or more have been moved, 600,000 from London alone. At one London junction, where the scene was watched by a correspondent, trains were carrying children away at the rate of over 8,000 an hour.

Teachers had to size up their new surroundings, go round and have a word with the children, and warn a mother here and there about a child liable to headaches or a boy notorious for mischief. Here and there a grumbler was asking after 12 hours' experience that the children should be taken away, but there seem to have been few who were not delighted with the chance of doing a good turn to the children.

TES 9 September 1939

EDUCATION SEVERELY DISRUPTED BY EVACUATION



Three million schoolchildren left the towns with their teachers in the first week of World War 2. This picture shows a railway guard marshalling young Londoners on to a train to "somewhere in Southern England".

The Great Exodus

A week later the initial euphoria had worn off. In the first of several critical editorials, the paper addressed itself to the social and educational problems of evacuation:

Some of the women and young children had to sleep for a few nights in a school hall which was vacant owing to the holidays. The others were assigned to billets, with the inevitable result that some householders found themselves charged with the care of youngsters who knew little or nothing of the amenities of a middle-class home. A retired medical man was surprised to find that his young guests had never slept between sheets or worn night clothes or washed before going to bed. Brushing their teeth and saying their prayers were exercises of which they knew nothing.

The Ministry of Health issued a Memorandum in which we were told that... "it may be assumed that the children who are brought into the district through the Government Evacuation Scheme will go to school in much the same way as the children of the district."

In the district now being described the comfortable assumption is wholly unwarranted.

TES 16 September 1939

By the next week it was clear that, far from continuing, the education of many thousands

of children had completely ceased. *The TES* focused on the "Children Who Stayed Behind":

Figures which have been published show that in some cities a very high proportion of children have not gone away and that a number of those who journeyed to the reception areas have returned home. The fact has to be faced that at present many thousands of children up and down the country are receiving no education.

As it is unlikely that the Board of Education will permit schools to reopen in evacuation areas, local authorities will have to make the best of a bad job and set about arrangements for ensuring for the children some education, discipline, and attention to health.

At present we cannot tell to what extent the large centres of population may be exposed to air raids, but there is no doubt that a good many people hold the same view as the executive officers of the Roman Catholic Schools Managers' Association, that "the moral and physical harm caused by the present circumstances far outweighs the problematical danger". Sir Harold Webb reminded the LCC that while the schools are closed children in large numbers are crowding the cinemas every afternoon.

TES 21 September 1939

DUNKIRK - THE BLITZ - SEX IN THE SHELTERS

Children can 'take it' too

At the end of the school playing field runs the main line from the south coast to Victoria, and for a whole day trains full of Frenchmen returning from Dunkirk were held up at intervals at this point. After lunch there was no holding the boys. With a concerted rush they scaled the slippery embankment, and soon, all along the train, groups of boys gathered round the windows. At first there was a little shyness before these bearded, tired-eyed, and dusty men; but soon from the pockets of the boys came sweets and chocolates and biscuits. Contact was made and shyness disappeared. By the afternoon convoys had been organized, bringing water and cakes and fruit, and then as each train drew up a rousing welcome preceded a strange scene of bawling: the boys received souvenirs – hubbards, buttons, French money – and the men, besides food and water, pencils, pen-knives, and even an occasional school cap. "Nous n'oublions jamais cet accueil chaleureux. Merci!" wrote one Frenchman on the back of a packet of cigarettes. Nor will the staff and boys of this school.

TES 15 June 1940

A few years ago I was teaching in a senior boys' school in a very poor district of North London, and from very many of these boys I have received

letters during the last few weeks... I had always believed that, when boys left school for non-clerical work, their ability at English and other subjects rapidly fell off. But the heap of letters on my desk is in fact much better written than those written by the same boys in their last year at school.

The first striking fact about these letters is the universal demonstration of good spirits and determination. There can be no more resolute and cheerful people than these London boys who write with such restraint and courage of ruined homes and lost friends. Phrases which sounded at first to me mere sentiment or journalistic clichés – "We are going – all of us – to see this thing through to the end", "It will take more than that fathead Göring to get us down", "I feel certain that we shall win before Christmas" – have a different significance when it is realized that they are written by those whose homes have disappeared. The true Cockney spirit, with its slightly satirical flavour, appears even in stories of destruction. "X Street and Y Street are deserted of all human occupation, and though some feline and canine occupiers are still around, the RSPCA is taking these away."

Another said simply: "A bomb dropped behind me and a piece of it wedged itself in my back

muscle. I was in hospital for 10 days. A week after I came out I boxed in a Spitfire Boxing Fund show and won a silver boxer and a decanter." No one mentions any personal discomforts, or any panic or despair.

TES 8 March 1941

Mr Watson G. Boyce, probation officer, Southwark Juvenile Court, at a luncheon of the Howard League for Penal Reform, last week discussed "Trouble with those left behind," and said juvenile delinquency had been greatly accentuated by the conditions arising out of the war.

He attributed the increase to loss of the sense of security – destruction and sudden death had become almost commonplace, and life was a matter of to-day, for tomorrow might never come.

Deploping the conditions in the shelters, he said that there were few boys and girls aged 17 or 18 years living in present conditions for whose chastity he would be prepared to vouch.

Mr Basil Henriques, president of the East London children's court, said that many escapades were due to a spirit of adventure that was abroad. We wanted to encourage this "Spitfire" spirit.

TES 15 March 1941

UNDER FIVES AT RISK

A failure of duty

A well-researched article that was highly critical of the Ministry of Health for failing to evacuate the under-fives caused a considerable stir in 1941:

There are still approximately 42,000 children under five in London.

Yet, because these children would have to be sent away unaccompanied, many of them are ineligible for evacuation.

The Ministry of Health and other authorities concerned are failing in their duty to remove young children from the risks of death, mutilation, and disease, and from the effects of mental strain, on two grounds: the alleged opposition of the parents and the alleged impossibility of finding suitable accommodation in the country. Where opposition exists, one might almost say it is being exploited; it has become a legend which condones, in the eyes of the public, the Government's lack of vision.

TES 7 June 1941

Detailing the excessively bureaucratic attitude of the authorities on one hand and on the other the obstructive selfishness of property-owners in possible evacuation areas, the article went on:

A graphic sidelight on the under-five problem in tube shelters can be seen at one railway station where a large "pram park", for the use of shelterers, has been established on a platform beside the main tube entrance... Here the child population was 79, of whom 29 are under-five. The rise in these figures on a blitz night is, of course, as marked here as elsewhere. At this shelter marshals have a standing order that no one, not even children, may settle down before 11.30pm.

The article aroused fierce controversy. Elsewhere in the same edition of *The TES* a commentator wrote:



One would have thought every heart would have been full to overflowing with the desire to help the helpless, especially the children of the countless mothers who have shown such superb if un-demonstrative courage in the raids on London and other areas. But apparently two types of mind still remain unmoved: the official mind which worships at the shrine of private property. To the first children are "categories," to the second of less value than chattels. So London's "heirs of the future" may continue to play by day in bomb craters and to sleep at night (when the trains have stopped running) in the fetid atmosphere of crowded tubes. And meanwhile we plan a "new order" for these same children!

TES 7 June 1941

The Times itself swiftly became involved. A news item summarized what it called "a reasoned article full of disquieting instances" and a first leader thundered its support.

POW EXAMS

The first dispatch of examination papers to prisoner of war camps in Germany was in May 1942.

Eleven of the 16 universities in Great Britain have sent out papers... Candidates have sat for intermediate and final degree examinations in theology, arts, law, music, medicine, science, engineering, and economics. Other bodies have conducted examinations for aspirants to the Church.

TES 24 February 1945

UNIVERSITIES 'DO THEIR BIT'

Boys with scientific, technical, and mathematical ability are being given every encouragement to proceed to the university. These boys... after a relatively short period of training, may be expected to make a direct contribution to the war effort on the technological side; and the priority given to them is not only understandable and right but also a matter of urgent necessity.

But in another respect Government policy appears much less understandable and very much more open to question. Official assurances have been given that the arrangements for entry to the university of boys wishing to pursue non-technical courses of study have been framed with the intention not to interfere too much with higher education. However impeccable the intention, it is difficult to resist the conclusion that in fact there is interference amounting in many instances to positive prohibition.

... one would draw attention to the demands made by the "new weapon" of modern warfare, propaganda, the full range and deadliness of which we do not appear yet to have realized. Adequate use of this weapon demands trained minds in great variety: able writers of English, linguists with a knowledge of foreign cultures as well as of foreign languages, students of current affairs, of history, geography and economics, and of the political and social sciences in particular.

TES 24 January 1942

Rebecca West, on the *Brains Trust*, advocates common education for all children in State schools. First conference of youth committee organizers.

Stephen Spender writes in *TES* on discussion groups for firemen. Butler sets up advisory body on supply of teachers.
Thelma Cazalet MP asks Butler to legislate for all up to 11 to attend common school. Chuter Ede calls it first step to Fascist state. Schools urged to keep rabbits for food. Third of under-15s in England and Wales now immunized against diphtheria.
TES first reference to Draft Education Bill. *Education: A Plan for the Future*, memorandum on post-war reconstruction by Association of Directors and Secretaries for Education.
Labour Party calls for leaving age of 15, multilateral schools, free lunches, nurseries for under-fives.

1943

Lord Nuffield creates £10 million Foundation.
Government proposes child allowances of five shillings not eight and refuses to increase allowances in advance of other Beveridge proposals.
Labour calls for maximum classes of 30, junior colleges for 16-18s with compulsory minimum two days a week, single type of education authority, all children to attend State schools, teacher training supervised by universities.
Nazis purge universities.
White Paper on Educational Reconstruction (July); Bill published (December).
Fleming Committee on Public Schools recommends abolition of tuition fees in grant-aided schools.
Norwood Report, *Curriculum and Examinations in Secondary Schools*.
Herbert Read, *Education Through Art*.
NUT national assembly to "mobilize opinion" for equality of opportunity for all.

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1944

President of Association of Headmasters, H L O Flacker of Christ's Hospital, calls for teachers' council with disciplinary powers. White Paper, *A National Health Service*. NUT calls for "auxiliary workers" for clerical, child-care, social work; free mornings or afternoons for time spent on extramural work; no dinner duties. McNair Report on *Teachers and Youth Leaders*. Board of Education invites applications for emergency teacher training.



D-Day landings (above). Fleming Report on *The Public Schools and the General Education System*. Bill receives Royal Assent, August 3; Education Act creates Minister and Ministry of Education primary, secondary and further education, nursery and special schools, aided and controlled denominational schools; compulsory religious act of worship in primary and secondary schools as well as religious instruction; raising of leaving age; young people colleges for workers under 18; school medical inspection; and registration of independent schools. R A Butler becomes first Minister of Education and postpones raising leaving age to 15; not before April 1946. WI survey reveals more than half village schools have earth or bucket latrines. Publication of Scottish Education Bill. Dr R H Tawney retires as president of the WEA after 16 years.

THE RECONSTRUCTION OF THE EDUCATION SYSTEM

The 1944 Act

In September 1941, the new President of the Board of Education, R A Butler, spoke in Lincoln and gave a broad view of his hopes for education and the Youth Service:

"... It is clear that the Education Department should be busy thinking about the future, so that when there is a rift in the clouds and the blue sky appears we shall be ready to make a dash out and take advantage of the better weather."

TES 27 September 1941

The *TES* made its own dash out in November with a "Programme for Reform", reflecting the "growing feeling" that "legislation ought not to be postponed until the end of the war... our present system... is altogether too limited, it is inequitable, and it is lopsided".

The following programme was suggested as a possible basis for common agreement: supervision of welfare, education, training, of young people from birth to full citizenship by the education service; statutory obligation on I.e.s.s to provide adequate nursery facilities; primary education to end at 12 plus or 13 plus ("the period of one year being allowed to accommodate differences in mental age"); free secondary education; transfer to secondary schools "by allocation, not examination"; all teachers to be paid on the same salary scale with equal status and opportunity of promotion; maximum class size of 30; minimum employment age 16; 16-18-year-olds in work to be released for part-time study; "on admission to full citizenship or at the conclusion of full-time education, a boy or girl shall be guaranteed a post of gainful occupation, and where none exists the young adult shall be employed in public work"; parents to have the right to contract out of State education but to provide evidence that the alternative chosen is

equally good; all private establishments to be licensed and inspected by the Education Department.

In the Education Bill drafted the following year the school leaving age was to rise to 15 and later 16, and a single code of regulations for all post-primary schools plus compulsory day continuation schools for young workers up to 18 was introduced. A leader stated:

The crucial question yet remains. Is a Bill designed along these lines likely to meet the educational needs of the new order which all are agreed must come into being after the war? We maintain that it is not.

TES 2 May 1942

This leader was written after one of 15 private conversations that editor, H C Dent, had with R A (Rab) Butler in the three years leading up to the Act. On Butler's death, Dent recalled:

One of those earliest talks, in April 1942, was among the most intimate, and most revealing of Rab's character. He was both despondent and elated. He was distressed, he said, at the inadequate and inefficient publicity given to education by some of its own journals; and at the Cabinet's indifference... When he had tried to explain what he intended, the Prime Minister (Churchill) had replied "You may be perfectly right, but I just don't understand these things". In retrospect, one of the most interesting things Rab told me that evening was that he was favourably inclined toward the idea of the multilateral school. He wanted also to reform the youth service, but in his opinion - and this had pleased Churchill - the crucial issue was to transform the relationship between education and industry.

TES 19 March 1942

When the White Paper on Educational Reconstruction was issued *The TES* leader declared:

A landmark has been set up in English education. The Government's White Paper promises the greatest and grandest educational advance since 1870. It embodies one central and determining proposal, in the light of which all the others must be judged: the organization of education in three progressive stages, primary, secondary and further. The plan is not perfect. There are gaps... The time schedule suggested for putting it into operation is far too leisurely... (nevertheless) study of the White Paper brings it more and more home that genuine reform will depend almost entirely upon the vigour and imagination put into the execution of the Act which it forecasts.

TES 16 July 1942

Butler, *The TES* noted, did not fail to "grasp the two nettles" - the dual system and the units of local administration - in the subsequent debate. Dent recalled in 1982:

He was, I thought rightly, exultant about the arrangement he had made with the religious denominations, giving them the opinion to choose between two categories of voluntary schools, aided and controlled. This was, indeed, his finest achievement!

TES 19 March 1942

One of the team in the Board of Education, Neville Heaton, recalled in *The TES* 40 years later:

The period after the publication of the White Paper was marked by the emergence, across the country, of Catholic Parents' and Electors' Associations and by a flood of letters, patently inspired by their chaplains, from Roman Catholics in the Eighth Army, complaining of the injustice, as they saw it, of the Government's proposals.

TES January 1944

The Archbishop of Canterbury, Dr Temple, called the White Paper "a glorious opportunity" and "a challenge". Mr Ronald Gould, president of the NUT, felt:

The warm welcome... had induced a belief in the inevitability of educational progress. But the experience of the past should warn us. Expectation was one thing, realization might be another... Let there be no mistake about it: The Government could not afford to drop the mea-



R A Butler in 1944.

First reactions to the Bill were favourable:

... Nevertheless, one or two important features of the Bill have already been subjected to criticism. The first is that no definite date has been appointed for the raising of the age of compulsory full-time attendance at school to 16. *The Times Educational Supplement* has consistently advocated this reform.

TES 25 December 1943

In January 1944, *The TES* was agreeing with *The Economist* and *The New Statesman* that "the financial memorandum... is the weakest part of the Bill". There was a "long and animated discussion" in Parliament on whether or not a date for raising the leaving age to 16 should be laid down in the Act. *The TES* commented:

Members of Parliament remember what happened to the Fisher Act; they realize the deplorable consequences which have resulted from its atrophy and they are determined that such a catastrophic error shall not be repeated... But we do not believe the way to (carry through reforms) is by littering the Education Bill with dates which unpredictable circumstances may render meaningless.

TES 25 March 1944

When the Bill received the Royal Assent *The TES* declared:

A new order in English Education has begun... Our first, and most welcome, duty is to offer Mr R A Butler our sincerest congratulations on the completion of a notable enterprise, our second - and most necessary - to reiterate the warning of the White Paper that "legislation can do little more than prepare the way for reform".

TES 8 July 1944

Three years later it added:

Great reforms are generally brought about by the efforts of an enlightened and forceful minority, and this is probably as true of the Education Act, 1944, as any other. The great majority of the British public is saddled with an education act - and an extremely expensive education act - which they probably never wanted, for which they certainly never asked, but for which, if it is to succeed, their support - moral and financial - is essential.

TES 10 May 1947

Ten years later (*TES* 8 January 1954) the 41st North of England Education Conference began "with a cold douche of disappointment from Mr J Chuter Ede, MP, at the fulfilment of the Education Act. His first cause for complaint was the failure to eliminate the competitive examination at 11... "We seem to have slipped back".

Is the vision fading that informed the 1944 Act? Great expansion or defeat - that is the alternative so often offered by public men on educational platforms... If the Act cannot be realized in one fell swoop, it can at least be reached, and seems to be being reached, by stages.

TES 24 September 1954

ARE THE INCENTIVES OFFERED BY ADVERTISERS ALL THEY APPEAR TO BE?

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That particular offer left a nasty taste in our mouth. We asked the promoters to say how many wrappers they required on the outside of the wrapper in future. Which they promptly agreed to do.

Another case involved an advertisement for 'Absolutely Free Perfume'. Somebody smelt a rat when they discovered postage, packing and handling would set them back £1.75.

In our book, something is only free if all you are asked to pay is the actual cost of postage. Otherwise you could well be buying that 'absolutely free perfume'.

Photographs shouldn't deceive you either.

Recently, a promotional leaflet illustrated a gift barbecue set complete with tools and shiny red bellows. But the bellows weren't part of the gift and therefore should not have been included.

This promoter deserved to be hauled over the coals. We pointed out that a photograph of a gift should exactly match the gift itself.

Fortunately, in this case, the promoters were able to dispatch bellows to all who asked for them.

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75 YEARS OF THE TES

1945

John Newsom, *Willingly to School*. Reconstitution of AEC. Lancashire survey shows evacuees made worse progress than those at home. Minister of Agriculture calls for 100,000 older schoolboys and girls to help in fields. Direct Grant list closed. War ends in Europe. Ministry conference on teaching of art and pamphlet, *The Nation's Schools, Their Past and Purpose*. TES calls it "dull, unprogressive and amateur". RA Butler to Minister of Labour; Richard Law to Minister of Education; Thelma Cazalet Keir to Parliamentary Secretary. Ministry scheme for employment of French assistants to be resumed. Arts Council receives Royal Charter. Education (Scotland) Act receives Royal Assent. LCC finds not a single school building up to the new Ministry standards. General Election: Ellen Wilkinson becomes Minister of Education; says RSA to 15 before 1947 "impracticable". Hiroshima, Nagasaki; Japan surrenders. London conference to establish UNESCO. Percy report on technical education. Report on Juvenile Employment Service: every pupil to be given vocational guidance before leaving; registration of 17-year-old pupils with JES. Educational Research Fund becomes NFER.

1946

Teachers in training get free tuition in recognized colleges and maintenance. 90 per cent of university places reserved for men of HM Forces. Death of J.L. Paton, former High Master of Manchester Grammar. Also Lord Keynes. Barlow report on scientific manpower; calls for doubling of university population. BBC Third Programme starts. Ronald Gould succeeds Sir Frederick Mander as NUT general secretary. Family allowances, free school milk introduced; free dinners postponed.

WHAT DO YOUNG PEOPLE DO?

Pin tables and sixpenny hops

"What do Young People do?" was the title of a survey by Dr J Macalister Brew published in 1942. The first article listed popular diversions:

The purely passive entertainments, such as the watching of football matches and greyhound racing, and the filling in of betting coupons, the frequenting of billiard halls and pin-table saloons and fun-fairs; and the more active entertainments, such as holding informal discussions in public houses (sic) (discussions which are entirely spontaneous and completely unselfconscious), the frequenting of dance halls and the visiting of cinemas . . .

Saloons are also frequented by those solitary, depressed looking young men with whom everything—chin, forehead, and ears—seems to recede, and the seedy-looking type who might be anything from a copper's mark to a bookie's runner.

TES September 12 1942

It was interesting to discover that quite a number of the more personable young men were "on the staff" at various well-known sixpenny dance halls . . . Apparently, however, the young man is spoilt for the job when he gets a girl . . . just as the worst dancing in England is to be found at a hunt ball, so some of the best dancing you are ever likely to see in England is to be found in the "sixpenny hops" . . . while during the interval these uninhibited young things in their gay frocks are eating their chips out of a newspaper which an obliging boy has fetched them from round the corner (and for which by the way the girls themselves have paid). I have felt that if only our (youth) clubs were as warm and as well-lighted and as gay . . . we might have reason to congratulate ourselves.

TES 19 September 1942

A survey of a grammar school pupils' leisure activities found 26 per cent belonged to evening youth clubs, 36 per cent to "pre-Service organizations", Scouts, Boys' Brigade,

and similar. Eight per cent never went to the cinema, and 41 per cent went once a week.

In some cases there was cause for concern that youth clubs and cinemas were taking up time that should otherwise be used for home-work. (TES, 24 May 1947).

In 1953 the Rev J W Packer reported a survey into young people's religious and historical knowledge:

Thirteen per cent thought that Moses taught us to say the Lord's Prayer . . . William Temple was believed to have been Pope of Rome by 9 per cent, President of the USA by 4.5 per cent, and Archbishop of New York by 5.5 per cent, rather than Archbishop of Canterbury. 42.5 per cent were incorrect about what Whitsun commemorated and Paul "was commonly blinded on the road to Tarsus".

TES 2 January 1953

One per cent associated the fifth of November with the Spanish Armada, and the British Prime Minister at the time of the Munich Agreement in 1939 was thought by 22.5 per cent to have been Winston Churchill, "though Lloyd George, Macdonald and Chamberlain had their supporters".

The following year the LCC booked a matinee for Richard II at the Theatre Royal, Stratford East, and the reputation of some young people fell still further:

A curious distemper in the audience immediately marked it as vastly different from the alert, interested and actively participating gathering of the day before. There was an apathy, a disinterested animation, a classroom dumb insolence that at first nothing could rouse . . . when the silence was broken it was replaced, as often as not, by roars of laughter at lines that could not even remotely be considered, with the greatest imagination in the world, as amusing.

TES 29 January 1954



At the London Jazz Club, 100 Oxford Street, 1949.

THE FALKLANDS

From a Correspondent. Few teachers in the world can have more unusual or exacting jobs than the itinerant teachers of the British Colony of the Falkland Islands . . . About half of the 2,300 inhabitants of the Colony live in Stanley, the only town in the islands. The rest are scattered either in small settlements or in isolated shepherds' houses over an area about the size of Yorkshire. It is in this area, known as "The Camp," that the itinerant teachers . . . travel from house to house, mainly on horseback but sometimes by boat, and teach the children in their homes. They usually stay a fortnight or a month at each house . . . The teachers' work is supplemented by daily educational broadcasts from Stanley.

Five children attended a part-time school conducted by the wife of the manager of San Carlos station.

TES 18 September 1948

PARENTS AND SCHOOLS

Sir, - Is it not about time that notices to the effect that parents are forbidden to enter school precincts were removed from all our State schools?

I feel sure that every enlightened head teacher encourages parents to feel that they are always welcomed to see what their children are doing in school and that these notices are ignored by them. But the fact that local education authorities allow them to remain up is surely a sign that the need to encourage every parent to take an interest in his child's education and an active part in it is not yet officially recognized.

VESTA GILL
14, Richmond Bridge Mansions,
East Twickenham.

TES 23 September 1949

SOVIET NURSERY EDUCATION

A PRIESTLEY CALLS

In the autumn of 1945 the novelist J B Priestley and his then wife paid a seven-week visit to the Soviet Union. The following year Mrs Priestley wrote an account of Soviet nursery education for *The TES*:

Altogether I saw nine nursery schools, two in Moscow, one in Kiev, two on collective farms, one in Tiflis, one in Stalingrad, and two in Leningrad. In almost every case my visit was made without warning: whenever I went, these schools were extraordinarily fine. They were at least as good as the best in this country.

My first visit was to the Java tobacco factory school in Moscow . . .

The directress, a handsome, middle-aged woman of character and dignity, took me to see the children who were sitting at small tables in fours. They were so busy eating that they hardly had time to talk or to notice us . . .

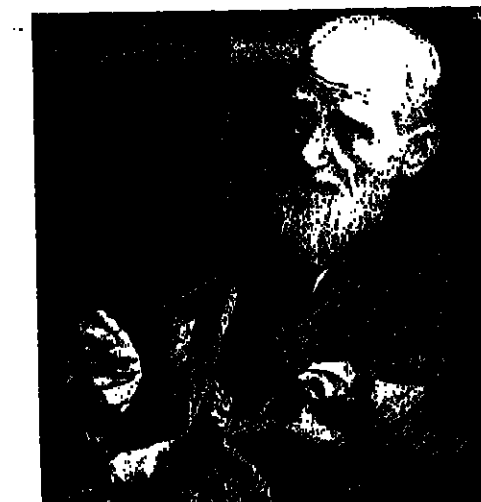
Some children played at mothers and fathers with dolls, and one child "played the piano" and sang, using the bottom of an easel as a keyboard.

At first all the children seemed to me like little boys because of their cropped heads, but this I discovered is the Russian fashion in nursery schools, and I soon heard by their names that at least half were little girls. About five o'clock mothers began to put their heads round the door, nod to the directress, and call to Masha or Ilya to come home. The children were all glad to see their mothers, but one or two begged to play a little longer.

Every summer the children go to the country for two or three months and, perhaps as a result of this, the general standard of sturdy good health was quite remarkable . . .

Perhaps what impressed me most about Soviet nursery schools was the excellence of the staff. They seemed to have every possible quality needed for the care of children . . . The relations between children and staff were quite excellent—easy, spontaneous and affectionate.

TES 2 February 1946



GBS ON HOMEWORK

Mr George Bernard Shaw has all his life said the things no one else—or scarcely anyone—dared to say; and, happily, advancing years have not imposed upon him the customary caution that clamps the elderly. His latest utterance about schools and teachers is as piquant as ever. Told that parents were complaining about the amount of homework set in a girls' grammar school, he is reported to have burst out with: "It is monstrous. Prep should be abolished. The school managers should be warned by the Society for the Prevention of Cruelty to Children. If they required such overtime, day in and day out, from the Prime Minister, the Lord Chief Justice, or the Astronomer Royal, they would be certified for a mental hospital. It would kill me in a week."

TES 31 March 1948

NO PARITY

Sir, - May I, as a boy who attends a grammar school, raise the question why it is that the holidays of the public schools are so much longer than those granted to us at the grammar schools. It is a constant source of grievance to me and my schoolfellows to see our more fortunate comrades enjoying themselves while we are already engaged in our studies. So far as I am able to judge, the academic standard of our schools is not correspondingly higher; and does not the argument usually put forward—namely, that long holidays give opportunity for private study—apply equally to us?

MICHAEL ZANDER
The Clyn, Layters Way, Gerrards Cross.

TES 24 April 1948

75 YEARS OF THE TES

Longer Life . . . Higher Quality . . . Better Value

1947



Death of Ellen Wilkinson; George Tomlinson (above) becomes Minister of Education.

TES, suspended for two weeks during emergency electricity restrictions, appears in abbreviated form in *The Times*. Leaving age raised to 15 in England and Scotland, despite labour shortage. Advisory Council on Education in Scotland report on Secondary Education. National Juvenile Employment Council set up. Following Curtis and Clyde reports, Home Office takes control of care of children. York asks UGC for university. Emergency training scheme for men suspended.

TES opposes corporal punishment. National Youth Orchestra founded. *School and Life*, first report of Central Advisory Council on Education (England) on the transition from school to life. East Sutton Park, near Maidstone, first open Borstal for girls. Secondary Schools Examination Council recommends comprehensive report for school-leavers and GCE at O, A and S level. Since 1939 Manchester and Sheffield Universities doubled in size; Southampton trebled; Leicester up 550 per cent; Oxford 50 per cent; Cambridge 18 per cent. Women become full members of Cambridge University. State Scholarships awarded to universities on quota system.

1948

400,000 extra pupils result from raising leaving age to 15. 19,048 out of 1,946,000 between 2 and 5 in nursery schools (1 per cent). John Newsom, *The Education of Girls*. Ministry fixes quota of women teachers for each authority to cope with shortage. L.e.s.s submit FE development plans. Sir Ernest Gowers, *Plain Words*. L O Stamp, *The Land of Britain, its Use and Misuse*. Five-year plan to train 96,000 teachers, 60,000 of them women, to reduce secondary classes to 30 and primary to 40 by 1951.

Wide Range Readers by F J Schonell and P Flowerdew. *Out of School*, Central Advisory Council for Education (England) report. First post-war students graduate: only three in five took honours degrees. First women dine at Oxford high table. *The Problem Facing British Universities*, Nuffield Social Reconstruction Survey. Nottingham granted university status. *The Outlook for Youth Work* by L J Barnes. Death of Dr Susan Isaacs. British Citizenship Act—passports for Commonwealth.

1949

Ronald Ridout's *English Today* 1-5: "So comprehensive are they that it is difficult to think of any aspect of the subject that has been left out": TES. AS Nell's *The Problem Family*. Conservative Teachers' Association asks Government to act on teachers alleged to be spreading Communist propaganda. National Spelling Bill introduced. New university salary scales: professor, reader, senior lecturer, lecturer, assistant lecturer. Sir Walter Moberly, *The Crisis in the University*. More State Scholarships. Publication of TES changes to Friday from Saturday. Editor H C Dent publishes *Secondary Education for All*. Royal Commission on population says cost of education deterrent to parenthood. WJEC starts work. Clothes rationing ends.

Textbooks from

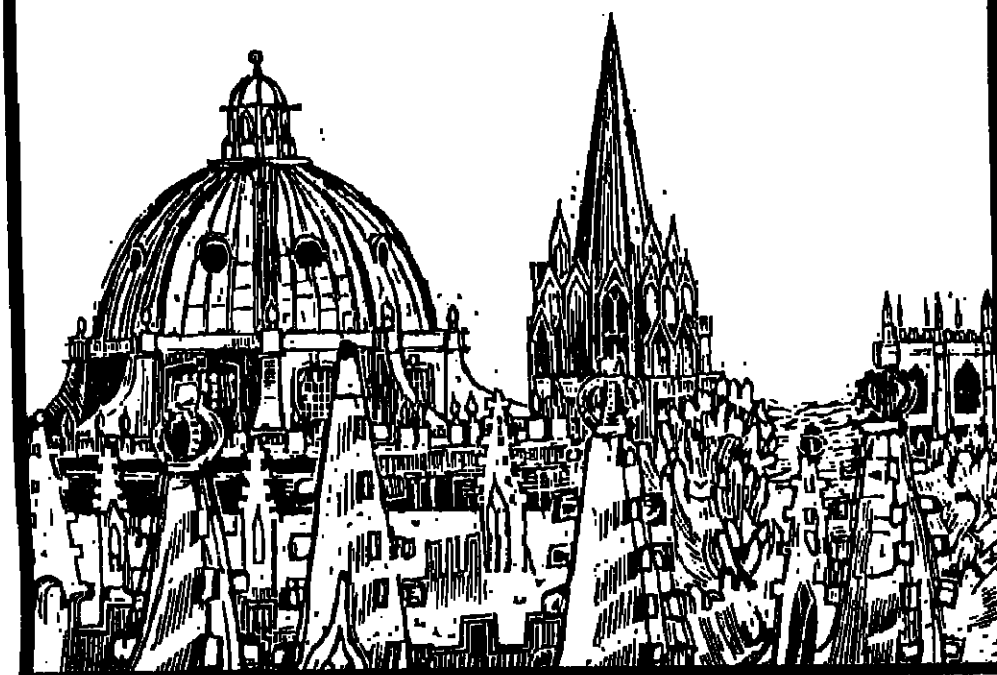
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DENT

1950

Oxford Proctors remove ban on hotel bars and pubs, limit dinner parties to 6, ban speaking at political public meetings without permission.
Oxford wins first varsity ploughing match.
Parliament discusses breakdown of school dental services.
Eagle launched. Wharfedale report on Children and the Cinema.
Schools (Scotland) Code reduces maximum primary class size to 45 from 50.
University College of North Staffordshire (Keble) opens.

1951

Beeches College, Bourneville, holds first retail grocery course for women.
School dental service: fewer officers than any time since 1947.
White Paper on Higher Technological Education.
School Certificate replaced by GCE.



Conservatives win election: Florence Horsburgh (above) Minister of Education. Teachers for Peace launched.
Bristol University bans knitting in lectures.
TES goes up to 4d. First increase since 1923.

1952

Walter James becomes editor of TES.
Death of Sir Fred Clarke, first chairman of Central Advisory Council for Education (England) set up under 1944 Act.
Report by Professor Philip Vernon finds coaching in intelligence tests raises IQ.
NFER finds almost 90 per cent of teachers see corporal punishment as necessary.
First British atom bomb.
BBC launches pilot schools television scheme in Middlesex. Forces educational broadcasts end.
Southampton receives university charter.
Deaths of Maria Montessori, John Dewey and Albert Mansbridge, founder of the WEA.
Scottish Advisory Council report on Further Education.
Series, "A Poor Scholar's Holiday Guide" begins in TES.

1953

Imperial College chosen for expansion. Only 21 per cent of 5 to 15-year-olds in Welsh schools speak Welsh.
Simplified Spelling Bill, first introduced 1949, reintroduced; fails, but Minister supports research.
Domestic science student at Bangor Normal College dismissed, for protests against rules imposed on women students; questions raised in the Commons.
Coronation of Queen Elizabeth II.
Middlesex Education Committee bans known Communists and Fascists from headships.
14 comprehensives complete, 23 authorities (out of 146) have one or more planned.
End of sugar rationing.
Labour manifesto, *Challenge to Britain*, proposes abolition of selection at 11.
Welbeck College opens.
Down with *Skool* by Geoffrey Willans and Ronald Searle.
Minister joins Cabinet, becomes first woman Cabinet minister.
Lord Chief Justice rules headmistress within rights to refuse admittance to pupil wearing "slacks".
Edinburgh Corporation build primary school almost entirely of plastic.
Communist Girl Guides Captain expelled.
Music in the Schools of Wales reveals lack of competent music teachers.
Morris report *Graduate Teachers of Mathematics and Science* underlines shortage of science teachers.
School Crossing Patrols Bill.

COMPREHENSIVE AND MODERN SCHOOLS

To build a new Jerusalem

Even before the 1944 Act, *The TES* warned that inadequately staffed and badly equipped modern schools would be "relegated to a position of permanent inferiority".

The London County Council revealed its plan for primary and secondary education in March 1947.

Judged by any standards [it] is a great one, breathtaking in its scope and in its vision of a better future for every London child... (However) as Mr Henry Brooke, the leader of the [Conservative Opposition] party, insisted more than once, no one really knows how a comprehensive school of 2,000 pupils will work in practice and there is much to be said for his plea to experiment.

TES 29 March 1947

The three types of secondary school foreshadowed in the Norwood Report were criticized by speakers at that year's British Association. *The TES* commented:

The 1944 Act prescribes no tripartism, nor any other form of segregation for secondary education; and though it does specify that children must be transferred at twelve from primary to secondary education, even that provision can be altered if it is found to be unsound. At present the general opinion among those best qualified to judge is that there are no reliable means of selecting children for specialized courses of secondary education at eleven or twelve. That being so, the attempt should not be made.

TES 6 September 1947

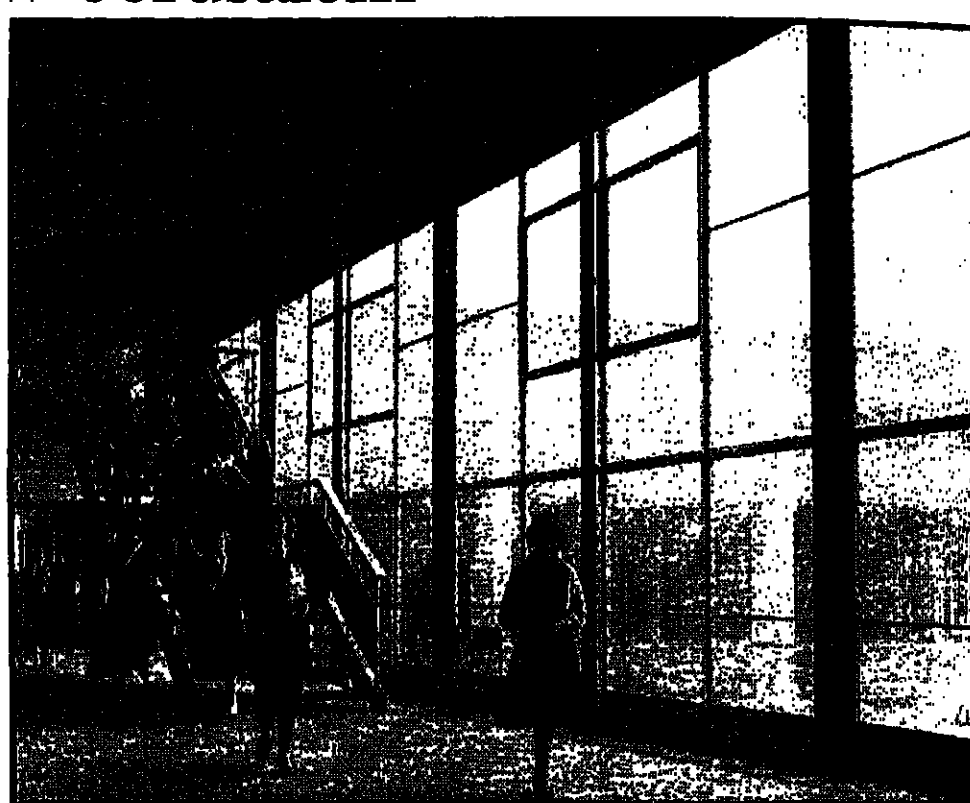
But the name of the school was all:

The parent who can say "My son is at Puffington" has an advantage over a parent who has to say "My son is at the Main Street Secondary Modern School, Blanktown"... The Ministry of Education shows an exquisite appreciation of the difference by suggesting that school names should "emphasize unity rather than diversity in the secondary system" and that therefore the term "modern", "grammar", "technical" should be avoided, as well as the street name.

TES 17 July 1947

The TES criticized an LCC document on just how comprehensives might work:

The new boy... will find himself like a pea in a nest of Chinese boxes. He will belong to, or rather have a sense of corporate belonging to, a form, several sets for different subjects, a house, a "tutor set" which is a sub-division of a house, the lower school, and, of course, the school... A house, about 250 strong, will have "a large room"... Where the eight "tutor sets" in each



Hurlingham secondary school for girls Fulham in 1958.

house will foregather for their fostering is not explained - a room has only four corners. This is in fact a very disturbing document. It is only too plain from it that the comprehensive policy was incontinently embraced long before its advocates had much idea of what one of these schools would be like.

TES 6 March 1953

A series of insets on secondary moderns in *The TES* noted the burdens secondary modern teachers had to bear:

They have had to build a new Jerusalem with one hand and fend off the critics with the other. And never were labourers in the vineyard subject to so much advice. The secondary modern school has been the target of every newfangled theory, every half-digested, ill-assorted idea. The blessed word *experiment* has been clamped to it as firmly as the CD plate to a diplomat's car. And if ever it has seen a settled objective half the busybodies in the world of education have rushed in to save it from itself. Turn out citizens. Turn out literates. Turn out technicians. Be more vocational. Prepare for leisure. Stick to the wider view... The wonder is

TES 8 June 1956

Fifteen years after the 1944 Act was passed *The TES* looked back:

Secondary Modern: The name was part of the brave new world hoped for after 1944. Quite what "modern" meant, no one was too certain, except that it was presumably more practical than "grammar" and less technical than "technical". The schools themselves looked warily at the situation and did what they could. They had virtually everything against them... A case is reported this week where a teacher had to ask for police protection from members of his class. Our big cities still have schools in a semi-permanent state of riot. In others, children who entered moderately bright-eyed at the age of 12 have become apathetic in two years, looking forward with no real hope to the day they leave.

TES 19 June 1959

The end of the gym slip?

The box-pleated gym tunic (suitability of) was a subject that cropped up from time to time. In 1948 a correspondent wrote:

How much longer have we to accept the ugly sight of well-developed young women of 16 to 18 going about, in school and in the town, in this inappropriate and utterly unfeminine garment? It was recently held in the Press that an advantage of the garment is that it prevents girls from "getting ideas". This point of view, which is quite clearly shared by some teachers and parents, really means that there is thought to be a virtue in holding young women back from understanding and respecting their own womanhood.

TES 4 December 1948

Remarking that many grammar school girls would be likely to do office work before they settled down to the nursery or the kitchen, *The TES* commented:

As admission to such desirable places as the Board of Trade is often painfully competitive, it is perhaps wise, in view of all the social circumstances, to save the grammar school girl the endless distractions of trying to be her own Schiaparelli. To this end, the gym tunic, as at present worn, seems well devised.

TES 11 December 1948

In 1953, the British Colour Council was busy trying to limit the colours of cloths to 30, because of the cost of pigments, but manufacturers of school blazers showed no such inhibitions. One, at the annual trade fair for



Uniformed girls "getting ideas" (from *Pure Hell* at St Trinians, British Lion Films, 1961).

children's clothes, had 50 on display. The following year:

The hero of the fashion parade was a 15-year-old boy proudly hailed as "Master Terylene", whose grey suit was made of a mixture of that fibre and wool. Such garments will not be available in any quantity until next year... They do not crease and, by the same token, dry quickly back into their original shape even after the most thorough drenching, trouser creases and all. Few parents will demur if this becomes fashionable wear.

TES 5 November 1954

Salford's principal school medical officer in

TES 4 February 1955

EQUAL PAY - EVENTUALLY

'A MAN'S JOB'

In 1944 the marriage ban on women teachers was lifted, and the same year Thelma Cazalet Keir's equal pay amendment to the Education Act was unexpectedly passed in Committee by 117 votes to 116. R A Butler is reported to have thrown down his papers and said, "This is the end". The next day Winston Churchill announced that there must be no doubt of the support for the Government; so a motion to delete the amended clause was passed and taken as a vote of confidence.

In 1954 the NUT called on the Government "to announce an early and definite date for equal pay... (which) had been the policy of the union for many years", and a year later the Burnham Committee announced a phased increase to achieve full equality of pay by 1961. Under the headline "Some Diehard Opposition" the NUWT and NAS were both quoted as rejecting the proposals.

Said the NUWT "Equal pay in 1961 is not

equal pay...". Mr R Anderson, the secretary of the NAS, said:

"It is our fundamental philosophy that teaching boys is a man's job. The teaching profession already attracts quite enough women... Even if the fight (against equal pay) is lost, the association will carry on its work, in the view that with equal pay, the schoolmaster will need more looking after than ever."

Noting a "Cause Triumphant" *The TES* commented:

We are presented (by the opponents of the decision) with the picture of the schoolmaster struggling to keep a growing family, while the schoolmistress disports herself gaily in a car which she will undoubtedly engage to have ferried across to France for her holidays. Even if the picture were true, it is not necessarily one of injustice... Within the profession people will be wondering what is now to happen to those organizations of teachers whose principal aim was to obtain or oppose equal pay... The main plank in the platform is gone.

TES 11 March 1955



A S NEILL

A S Neill was an irregular but always lively correspondent. In 1947, he was asking:

Will any kind mathematics teacher tell me of a school textbook that helps a teacher to explain to a two-inquiring child why 4 - (-3) is 7? Or why like signs in multiplication give plus, unlike signs minus? My degree is in English but I teach mathematics because I cannot get a specialist teacher. I could, I think, pass matriculation mathematics, and am possibly the only domestic who whistles away a train journey doing problems instead of reading. But my pupils' minds inquire more than I explain.

TES 5 July 1947

In May 1948, with the arrival of the GCE and the "proverbial silly season", he wrote:

Now that a pupil can pass by taking only one subject, I ask: why confine the subject to the conventional? Why not make tennis a subject? Or table tennis? I have a few lads who could almost write a standard history of jazz; they compare the trumpeting of Louis Armstrong with that of Bix Beiderbecke as earnestly, and maybe as cleverly, as a historian might compare Fox and Pitt. Why not jazz as a subject? Again, ballroom dancing would afford an excellent examination, practical and theoretical. Stamp collecting... a royal hobby; the use and abuse of cosmetics; motor-bikes and pushbikes, delightful for examinations... Pardon... I am silly, for an examiner would kill with a dead hand even a glorious subject like jazz. He would be sure to set: "Trace the influence of the Monroe Doctrine on the syncope of Irving Berlin".

TES 22 May 1948

Later that year he gave his own view of *The TES*:

Sir, my only criticism of your well-run journal is this... French and mathematics and methods are mentioned too often and children and self-determination far too seldom.

TES 5 June 1948

In 1957 he outlined the "Plight of the Pioneer School", with the new registration of schools foreshadowed in the 1944 Act, and inspection by the Ministry. Being unable to pay Burnham scales was affecting recruitment:

Why is it today that no one wants to sacrifice money for an interesting experience?... I cannot see much future for the pioneer school. Without staff it must die, and in a world that more and more becomes totalitarian the death of pioneer schools would be a tragedy... (but) what Ministry of Education in this country would support any free enterprise in education?

TES 26 July 1957

1954

Heads given discretion on age of entry for GCE. AEB starts work.
Gurney-Dixon report on early leavers.
Sir David Eccles becomes Minister of Education.
Ashby report: *Organization and Finance of Adult Education*.
Kidbrooke purpose-built comprehensive opens for 1,700 girls.
Bannister runs mile in 3 mins 59.4 secs.
Selection: Professor Philip Vernon says one-third of 11-year-olds wrongly placed.
NUS delegation, led by President Fred Jarvis, visits USSR.
US Supreme Court declares racial segregation in education unlawful.
Student teacher sued by LCC for buying tennis dress and racket out of £20 grant.
New Hall, Cambridge, opens.
Dunstable Committee on the shortage of science teachers.
Central Advisory Council report, *Early Leaving*, finds home main influence.



STAMPED FOR LIFE

Mr Michael Stewart (Fulham, Lab.) carried his campaign against advertisements for correspondence courses in Post Office publications a stage further last week. He asked the Postmaster General to decline to accept for insertion in stamp books and other Post Office material advertisements from correspondence colleges and other institutions claiming that, by coaching, they could secure entrance for children to grammar schools.

TES 30 November 1956

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1955

National Camp Corporation—created 1939 to run camp schools—wound up. Industrial fund of £1,500,000 to encourage science teaching in public schools. Harmful Publications Bill to suppress horror comics. Burnham recommends allowances for A level work.

LCC removes last gas lamps from its schools. 800 schools provide milk tablets, because of milk buying problems. Minister rejects national external exams for under-15s.

Sir Richard Acland, who resigned from Parliament in protest at manufacture of hydrogen bomb, joins Wandsworth Grammar to teach maths and science. Creation of National Council for Diplomas in Technology.

Scientists with first or seconds exempted from National Service if they teach. Balliol introduces first Oxbridge studentship for grammar school teacher. First Robert Mayer Concert.

Exeter becomes university. Committee of Vice-Chancellors and Principals recommends minimum 2 A level entrance requirement to enable more sixth-form general studies. 43 per cent rise in under-21 drunkenness since 1953.

1956

NUT refuses to collect children's savings during pay dispute.

Junior Mirror closes after 15 months. National Federation of PTAs inaugurated. LCC to spend up to £20,000 p.a. on works of art in schools.

Bill to limit class size to 35 by 1958 fails. 11 local authorities spend less than 4s p.a. on primary textbooks; Tynemouth spends just 2s 2d.

5,465 out of 250,000 LCC primary school children are immigrants; 57 nationalities, mostly Cypriots, Indians, Pakistanis, Poles, Italians and West Indians. 10.5 per cent of "seniors" still in all-age schools.

Eight out of projected ten colleges of advanced technology named. Duke of Edinburgh's Award scheme for boys launched.

High Court rules collecting dinner money voluntary.



Sir Hartley Shawcross (above) calls 11 plus "monstrous injustice". NUT says teachers should be exempt from national service to cope with shortage. Minister appeals for more girls to study technical subjects. TES reveals wide disparities in youth service salaries.

UNDER THE INFLUENCE OF DAN DARE AND MARILYN

Going to the dogs

In 1955 Professor W J H Sprott addressed himself to a new youth phenomenon:

Speaking as a social psychologist, he claimed that the "teddy boys" formed a "sub-culture" with their own standards and patterns of behaviour. The trouble was, he said, not that they had no standards, but that their standards were different from those of other groups in society.

TES 22 July 1955

The TES disagreed:

One has only to see a group of "teddy boys" all with identical hair-cuts and trouser-widths, to feel that their standards are just as rigorous and their attitude just as social as that of members of a Guards regiment.

TES 22 July 1955

Not all the nation's youth was going to the dogs. A group of 11-year-olds at a prep school were asked what they were reading:

Coot Club, The Dam Busters, The Children of the New Forest, The Adventures of Sherlock Holmes, Gimlet Goes Again, Billy Bunter's First Case, The Set of the Sails, Martin Rattler, Crispin's Day, The Frogmen, Hans Brinker, The Sign of Four, Barrier Reef Espionage, The Jungle Book, Biggles and the Gobi, Robin Hood.

COMMERCIAL TV—ANOTHER EVIL

In 1955 independent television was launched, despite motions from teacher's conferences against commercial television. The TES said:

The nation is launched on the competitive path and backward glances are probably now academic. . . . Many will concentrate on the unhealthy spectacle of a nation sitting in its armchairs amusing itself every evening by watching other people. . . . (But) into the labourer's home will penetrate an image of civility—dress, manners and good humour. It may even be possible to teach the English to cook. . . . In these days teachers should try still more to bring children up with an intense liking for doing things for themselves—anything they can share without resort to pressing a switch.

TES 23 September 1955

Later that year The TES looked back:

There never was anything quite like television for setting the jeremiahs on edge. . . . Here and there a headmaster or a school doctor spoke of children who were pale and overtired from too long at the set. Dentists hinted darkly at jaws that would be distorted if the young sat watching with their heads cupped in their hands. And, of course, there were suggestions that school work would suffer. These last, at least, have not been supported.

TES 11 November 1955

"Television Vigilantes" were the subject of a news report in 1958:



Complaints about the low standard of comics were frequent:

Eight boys see The Eagle every week, four The Tiger, one The Rover, one The Topper, one The Lion, two The Dandy, two Beano, one The Knock-out, and one The TV Comic. . . . Two boys take The Meccano Magazine monthly, another has Flying Review and The Aero-Modeller every month (and no weekly comics).

TES 24 February 1954

As for girls, Kathleen Gibberd wrote:

First we had children's comics, then horror comics and now we have love comics. . . . Valentine, Marilyn, Roxy, Mirabelle and Romeo appear weekly and cost 5d (Romeo 4d). They are

TES 26 August 1950



Hungarian refugees arrive in the West, 1956.

YOUR SECRET POLICEMEN ARE WONDERFUL

Following the Soviet invasion of Hungary, refugees began to arrive in this country:

Linguistic difficulties are likely to start when they reach the families who have offered to take them in. This is an attempt, then, to give a few useful phrases and hints to English hosts who are unable to communicate with their guests. . . .

First, a very basic list:
Yes = Igen. No = Nem. Please = Kérem.
Thank you = Köszönöm. Don't mention it = Nincs mit. How do you do? = Hogy van? It may be necessary to reassure the Hungarians who will understandably be beset by certain fears and insecurities.

We have no secret police. Our police are helpful = It nincs titkos rendőrség. Nálunk a rendőr segít. Everybody here wants to help you. The English people are giving much money to help the Hungarians = It mindenki akar segíteni. Az angol nép sok pénzt ad a magyarok segítésére. We admire the bravery of the Hungarians = A magyarok igen bátran harcolnak az oroszok ellen. English people are not in the habit of shaking hands, but they are very friendly = Az angolok nem igen szokták kezét rázni, de nagyon barátságosok.

The refugees will naturally be wondering what is going to happen next, and it is important to reassure them that work will be found for them and that every effort is being made to teach them and their children English as quickly as possible.

TES 30 November 1956



DON'T KNOCK THE ROCK

In 1957, months after cinemas had been wrecked following showings of the Bill Haley film Rock Around the Clock, rock 'n' roll was the subject of an article in The TES:

Parents of children at a Nottingham school have voted eight to one against their children attending lunch-time rock 'n' roll sessions at a palais de danse. As many as 300 children have been joining factory and office teenagers for the mid-day dances, which are held twice weekly.

The vote followed an appeal by Mr C R Seaton, head of the College of Art and Crafts Secondary School, asking parents to assist him in keeping children away from the dance hall because they were missing lunch and returning late to school in the afternoon. . . .

The palais de danse management replied by challenging Mr Seaton to attend a lunch-time rock 'n' roll session. Mr E D Morley, a director of Mecca Dancing Ltd, said: "I am sure it is more beneficial to the youngsters if we run these sessions at lunch-time rather than in the evening when it would interfere with their education by preventing them from studying at night". He claimed that the children had as much benefit from an hour's rock 'n' roll as from organized games and PT at school.

In spite of the action at the school, girls from other schools, including grammar school pupils, are still attending the sessions. Many of them were living in their gym slippers. . . .

When this week's Tuesday session ended the dance hall manager announced: "It is time for school children to go. Return at once then they can't knock the rock".

TES 1 February 1957

WAUGH ON BUTLER

The TES included the following letter from Evelyn Waugh in its front page "No Comment" box. It was written to Nancy Mitford, and originally printed in Encounter:

Have you ever heard of the "Butler Education Act"? I suppose not, although it happened in the days when you still lived among us. It was one of the things that politicians did when no one was looking, towards the end of the war. It has nothing at all to do with training male indoor servants, nor with instructing the designer of the Unknown Political Prisoner in the intricacies of his craft. The name derives from Mr Butler. . . . Clearly he is a generous fellow. In his Education Act he provided for the free distribution of university degrees to the deserving poor.

TES 30 December 1955

NOTTING HILL RACE RIOTS

Little more schools can do

The Nottingham and Notting Hill race riots of 1958 prompted a TES editorial that was notably modest about the part education could play in promoting racial tolerance:

The belief, beloved of theoreticians, that education can do everything is unlikely to be held by many teachers. Those readiest to appeal to them when faced by the horrible outbreaks in Nottingham and Notting Hill are those most ignorant of what goes on in schools already. They appear to know nothing of the lessons and projects which regularly study the fact of racial differences and attempt to allay them. . . .

Above all, they overlook what places of light schools are concerning this matter when compared with the world outside. Left to themselves, children make little of colour differences. . . . As they grow up, children imbibe prejudices, not from their schools, but from their parents and the world in which their parents move. Mum is more

powerful than the teacher. . . .

This is not to say that schools can do nothing to eradicate social vices; they can sow seeds. But society struggles upward not in bits and pieces, by separate initiatives launched by this agency and that, but as a whole. Schools are embedded in the social leviathan, and only the foolish will suppose that teachers have the beast hooked. . . . The consciousness of colour, and the hurts that go with it, is something that develops beyond the school's walls. . . .

Teachers have been combating racial prejudice and xenophobia for a long time. On these issues, they are probably among the most liberally minded groups in our society. In fact, to say that education is merely shuffling out of the difficulty. What schools can do, they do do. There is little more that education can do about it at all. The need for progress is outside the school.

TES 12 September 1958

1957

JMB introduces A level in general studies. Acute need for teachers of science & maths. Lord Hallam becomes Minister of Education; School dinners go up to 1s.

Associated Rediffusion starts Britain's first school TV programmes in May: head of school broadcasts, Boris Ford.

Willis Jackson Report on supply and training of teachers for technical colleges. Direct Grant list reopened.

BBC starts schools broadcasts in September: End Love heads. NFER estimates 78,000 out of 640,000 children wrongly allocated by 11-plus.

Little Rock, Arkansas, refuses high school entry to negroes.

Prince Charles starts at Cheam school. Asian flu epidemic. First Sputnik.

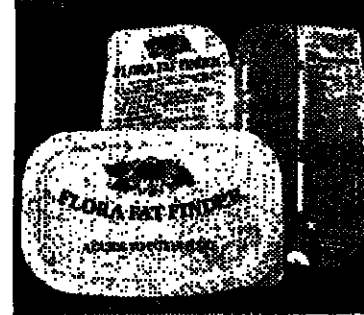
Geoffrey Lloyd becomes Education Minister. Ministry survey, Standards of Reading 1948 to 1956 finds improvement.

Average spending per child on books: primary 9s 11d; secondary 23s 7d.

The Flora guide to health and diet.

The Flora Project for Heart Disease Prevention has produced this material with the help of specialists in the field of heart disease.

It is designed to help those involved in General Health Education, Food & Nutrition and related subjects, explain the role of fats in health and diet.

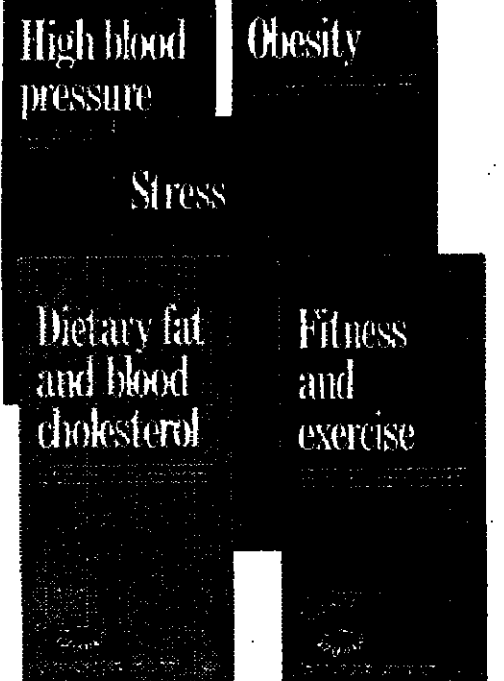


Flora Fat Finder. A quick guide to the amount and type of fat in various foods. Free of charge.

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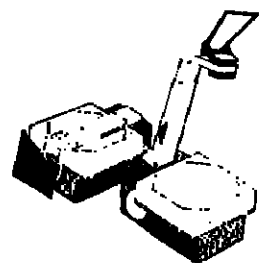
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75 YEARS OF THE TES

1958

Duke of Edinburgh's Award for girls. Brighton probation officer blames coffee bars for "unprecedented rise" in juvenile delinquency.
Medway towns suggest Chatham as alternative to Brighton for university.
Death of Lord Percy of Newcastle.
Carr report on training of young workers in industry: National Industrial Training Council created.
Hertfordshire criticized for flatness of school roofs.
Labour wins Middlesex, ends ban on fascists.



CND founded.
East Germany declares blue jeans, sweaters and permanent waves "ideologically incorrect".
Nuffield College, Oxford, opened; St Edmund Hall given collegiate status.
Cardiff proposes five-year GCE and pre-vocational courses in secondary moderns to encourage voluntary staying on.
Conservative Teacher recommends pupils do paid service in school as teachers before training, to counter shortage.
Historical Association survey shows "flight from history" to social studies.
VSO sends first 20 volunteers overseas.
LCC ends separation of men's and women's institutes.
First aided comprehensive school for Jewish children opens in London.
H.A. Ree, headmaster of Watford Grammar School, co-founds Schoolmasters' Wine Club.
Block grant financing of local authorities introduced.
White Paper, Secondary Education for All, A New Drive.
Worcestershire identifies new illness - school phobia; psychiatrists treat 324 cases in 1958.

1959

As part of anti-rat campaign, Philippine government awards 52 one-year scholarships to students collecting the most rat tails.
Report of Advisory Committee on Further Education for Commerce, Scottish Technical Education Consultative Council created.
West Riding 12-year-olds have twice as many decayed teeth as ten years ago; mid-morning snack blamed.
Michael Young proposes to Labour's Youth Commission 5,000 "adventure" travel scholarships a year for the young.
Grant to voluntary schools raised from 50 to 75 per cent.



Sir David Eccles (above) returns to Education Ministry; Geoffrey Lloyd leaves Cabinet; Sir Edward Boyle to the Treasury.
Crowther report on the 15-18s recommends leaving age of 16 by 1968, county colleges outlined in 1944 Act, and target of half children in full-time education to 18 by 1980 (by 80/81 29 per cent were).

Sex and the teenager

Publication of *Teenage Morals* by the rival magazine *Education* prompted a sympathetic editorial in *The TES*:

Pity the poor teenager! We itemize his characteristics. We draw graphs of his pocket-money. He is the most picked-over, debated, misinterpreted member of our society... And of course when he meets his girl friend adult eyebrows are at once alerted. Education has long since extended its responsibilities beyond the classroom to take in the cuddle in the park. Romeo and Juliet nowadays would have far more than their families to contend with. A host of educators, psychologists and counsellors would itch to show them how they might turn the balcony into a learning situation... We seem all too ready to load the teenager with the shortcomings of adult society. And we are all too ready to forget that he is entitled to the same privacy for his emotional life as we would expect for our own... Age has a duty to youth. What is important is that our approach to the teenager must be balanced. We must try to understand him. And we must treat him with respect.

TES 2 June 1961

And, presumably, her... In a survey of undergraduates:

The attitude of men at Oxford to women students was criticized by many of the women interviewed. One suggested that "if there were more girls about there might exist a lighter, more relaxed atmosphere between the sexes in which, bluntly, the men might have more interest in the intellectual as opposed to the physical possibilities of the girls they encounter."

"As it is, one can only have lovers or acquaintances, rarely friends."
One girl, discussing sex at Oxford, pointed out: "It's not like friendships at home where you cannot see each other often. Here you see men so often that you get telescoped relationships, you reach a climax much more quickly. You can't leave it unresolved for more than a term but have to come to some decision about sex - or finish."

TES 8 June 1962

ULTIO BUNTERI

By Frank Richards

(In 1961 *The TES* published a complete Billy Bunter story in Latin, and offered reprints.)

QUELCHIUS magister supercilium contrahabat.

Ei displicebat aliquid.
Oculi ejus ad Bunterum sedebant. Whartonus, Nugentius, Cerasus, et ceteri, praecepta magistri attendebant, sed non Bunterus. Tempestas calida erat, et Bunterus primo dormitabat, tum dormiebat. Caput ejus inclinabat, murmur ex naribus emanante. Bunterus in classe non tantum dormiebat, sed etiam stertebat!
Nil mirum Quelchium super cilium contraheret! Nunquam erat Bunterus discipulus sedulus, sed adhuc etiam Bunterus non solebat in classe dormire. Nihil erat!
"Bunterus!"
Vox Quelchii non clara sed profunda est.
Nil responsum!

TES 30 June 1961

SWINGIN' MAN

There is nothing like a swinging sixth. Indeed this journal is always saying so, admittedly in different language.

The sixth at Braintree County High School in Essex is clearly just such a sixth and to prove it on Saturday night on their own behalf and that of ex-pupils of the school they made a real swinging request at a jazz ball in the market town of Great Donmow. Mr Kenny Ball and his band were the recipients of this request and needless to say they were only too glad swingingly to oblige.

Kenny is, of course, trad. And as we know for a lot of people that is real cool. It is not only real cool (20 years ago it would have been hot) because Kenny blows a real cool horn and fronts some real cool cats (and is too the most as a feller and a cat) but because it is trad and being trad did it gives dad a chance to stop being so square. Not that this is the way it is always wanted dad for with dad square you can have some real cool punch-ups man. With dad with it dad - not that he could ever really dig the jazz cos his age is against him - or nearly with it, where are you man? What do you do for home kicks?

TES 22 March 1963

Expert help was nearby:

Oxford Education Committee on Monday approved the appointment of the City's first teacher and adviser in health education whose job will be to teach schoolchildren about sex.

She is Dr Julia Dawkins, of South Hinksey, a qualified doctor, broadcaster, journalist and former medical consultant to the BBC programme *Mrs Dale's Diary*, who also suggests stories for the television *Emergency Ward Ten* programme. She is 30 years old...

She says that though the new job will be mainly concerned with sex she will probably comment on smoking and on understanding oneself... She has given radio and television talks and on a recent visit to America she also advised about the *Doctor Kildare* programme as well as studying health education in the States.

TES 23 November 1961

Cambridge got a different view of teenage morals:

Anyone who goes into secondary modern teaching expecting to find the sort of world depicted "by glossy photographs in *The Times Educational Supplement* of children's handicraft exhibitions" is in for a surprise, said Mr Richard Farley, speaking on "the Adolescent Revolt" to the Cambridge University Arnold Society.

A more realistic picture, he suggested, was of "a lot of lads in jeans who think you're a knug". Encouraged by happy sniggers from the undergraduate members of the Arnold Society, Mr Farley went on to tell his audience about the secondary modern world of his experience, where "with an average television viewing time of 20 hours a week the kids get their religious instruction from Cecil B de Mille", where "half the school leavers are drunk at the end of the Christmas term, at the age of 15", and where his chief memory of the disadvantages of a staff-pupil ratio of 1:22 was (apparently) the exhaustion involved in running between the top and bottom floors of "one of them modern three-storey glass buildings on rainy days".

TES 24 November 1961



Exams for the average

The Beloe Committee called on the Minister to "provide secondary schools with external examinations below the standard of GCE." In response, (Sir) Alec Clegg, West Riding's Education Officer, wrote:

Some may reflect how odd it is that at a time when the junior school is just beginning to win freedom for its curriculum by the relaxation of 11-plus demands and when examinations at 18-plus are causing such intolerable problems that crisis followed by enlightenment cannot be far distant, we should introduce a new examination system in schools which have made remarkable progress since 1944. If this is so, the modern school should in the end be well and truly chastened, for it will take 25 years at least to free itself from the iron about to be put on it... I would prefer to follow the Crowther Committee and "wait and see" for five years. But if we do what the (Beloe) report recommends, as I fear we shall, I have no doubt that all will have to conform on the principle that if you cannot bust a racket you had better join it.

TES 7 October 1960

The TES worried that the CSE would be a "pale imitation of GCE":

TES 19 July 1963

But when they did just that:

Model aeroplanes, sailing dinghies, even luxury bedroom furniture - all are available in "do-it-yourself" kits. And now examinations under mode 3 of the Certificate of Secondary Education. There is a difference, of course. Buy a bedroom suite kit and you buy the services of a skilled designer. You hope that all you have to do is fit the pieces together. In CSE a school wanting to be examined under mode 3 has to design a syllabus, the method of examining pupils who have worked the syllabus, marking schemes and probably a specimen examination paper; in fact to make the kit before using it...

TES 9 April 1965

THE SECRET GARDEN

In his determination to see the content of education discussed and reformed, Sir David Eccles uttered a memorable phrase:

The Minister in many ways is a bold man. He has several times pushed his way into the secret garden of the Burnham committee and on Monday he entered "the secret garden of the curriculum" as he described it.

TES 25 March 1960

The occasion was the Commons debate on the Crowther report on education for 15 to 18-year-olds. But his Curriculum Study Group, set up in the Ministry in 1962, ran into opposition from teachers and local authorities who saw it as an unwarranted intrusion into forbidden territory by the Ministry. It was not until 1964, when Sir Edward Boyle was Education Minister, that *The TES* welcomed the Schools Council, the purse strings of which were held by the local authorities while teachers' unions controlled educational policy:

At the moment workers as near as Cambridge and London can be ignorant of each other's work; and the teacher with a bright idea in Somerset may never hear of what his colleagues are doing on Tyneside.

Secondly, there ought to be machinery to coordinate developments in teaching methods and in the scope of the curriculum with the demands of examinations...

The new council, if it is established, will have practical difficulties apart from its internal stresses and strains. The Ministry's offer to pay the permanent staff and finance research work is welcome, but the council will be wise to look seriously for outside help. Even with adequate money it may not always be easy to find the right people to do research. But the project deserves success.

TES 20 March 1964

1960

South Africa: apartheid in universities. Albemarle Report on the Youth Service; Youth Development Council created. Survey of Northern girls' grammar school: one in ten sixth formers take dolls to bed. Berkshire primary survey: 46 schools still with earth closets; 35 without mains water; 8 lit by gas; 8 lit by oil; 22 with open fires. Survey shows 1 in 15 secondary moderns teaches no sciences. Oxbridge abandons compulsory classics O level entry requirement. NAS refused seats on Burnham. British Standards Institution says 90 per cent of children's desks are too high. Report on *Education in Rural Wales*.



Kurt Hahn (above) launches Atlantic College. Wolfenden report on (lack of) sports facilities.

SSEC reports on external examinations. Gulbenkian Foundation Petersen Plan for Arts and Sciences in the sixth form proposes wider curriculum. RSG founded. 32 out of 1,000 single women admitted to mental hospitals are teachers.

Manchester University student newspaper temporarily closed and editors suspended for publishing story about (lack of) student morals.

Coldstream Committee recommends new Diploma in Art and Design. 1,466 school-leavers in end-of-year unemployment total of 365,951.

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1961

White Paper, *Better Opportunities in Technical Education*, Campaign to persuade 50,000 married women back into teaching.
Nuffield Foundation agrees to fund major school science project.
New English Bible (New Testament).
Yuri Gagarin: first manned space flight.
Burnham Committee's biggest-ever rise - basic scale £600 to £1,200 - rejected by Government. NAS strikes in South London and a one-week strike of Glasgow teachers.
New universities announced for Canterbury, Colchester and Coventry.
Kennedy inaugurates US President.
Two thousand teachers and sixth-formers in second British Land Use Survey.
Government agrees new CSE exams.
Augmented Roman Alphabet (forerunner of Italic) in 24 primary schools.
Teenage Morals published.
Research: children watch 10 to 14 hours television a week; impact "slight".
Government predicts surplus of scientists and technologists by 1970.
NAS given seats on Burnham Committee.
Oxford headmaster forms Society for the Abolition of the Apostrophe.

1962

Catholic teachers' anti-porn campaign.
Jamaica, Trinidad and Tobago independent.
Marilyn Monroe dies.
Cuban missile crisis.
Leeds experiments with primary French.
Prince Charles to Gordonstoun.
Women undergraduates win debating - but not full - membership of the Oxford Union.
Smoking and Health published: schools asked to discourage pupils' smoking.
Ecceles establishes Curriculum Study Group.
AS Neill's *Summerhill* published.
First language labs installed.
Pilkington rejects educational TV channel.

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THE POLYTECHNICS: 'SEPARATE BUT EQUAL'

A snobbish obsession with universities

The development of a national system of polytechnics - "separate, but equal" - in parallel with the universities, was foreshadowed by Anthony Crosland's Woolwich speech.

He believed, he said, that we should move away from our "snobbish, caste-ridden, hierarchical obsession with university status", and accept that the right system for higher education was a dual one; an autonomous sector - the universities - and a more vocationally-directed sector under public control. The aims were different, but the quality of the leading technical colleges need not be different from that of the universities.

He rejected a unitary system hierarchically arranged on the ladder principle, where there would be a continuous rat-race to reach the first or university division, a constant pressure on those below to ape the universities above, and a certain failure to achieve the diversity in higher education which contemporary society needed.

TES 30 April 1965

The TES pointed to one likely shortcoming before they'd even started:

The first three new polytechnics have finally come into existence at Hatfield, Sheffield and Sunderland, and their coming deserves a welcome. For these were to be the great comprehensive institutions coping with the thousands of people who want to do a full-time course for a professional

qualification, but not a degree; the army of part-time students of all kinds; and the full-time degree students.

So in the atmosphere of stringency the comprehensive principle will be sorely tested, and will probably fail. The implication is clear. The new top-tier of the binary system, the pinnacle of further education outside the universities, will have largely the same kind of students as the universities, but with less money for them.

TES 3 January 1969

North East London Poly caused a small stir with its entry criteria:

The academic board of North East London Polytechnic have approved a selection policy based on the student's "likelihood to benefit" rather than his "likelihood to succeed". And in principle, they say, there should be "no discrimination, explicit or implicit, against the socially or physically deprived".

Other aspects of the board's new policy dwell on the need for the polytechnic to increase its "neighbourhood" function, to help overseas students (who may well come into the "socially deprived" category), and to help sandwich students. In selecting for vocational courses, they say, particular care should be taken not to pass on the racial or other prejudices of employers or employees in industry.

TES 21 January 1972

With the squeeze on the universities in the

early 1980s the polytechnics suddenly found an extra demand for their courses:

This year's last-minute cut in university places - now officially said to be 4 per cent down on last year for home students - has meant a bumper crop of first-year students for the polytechnics. All report a surge in applications.

TES 23 October 1981

Firmly established as institutions the polys still have to deal with misunderstanding and ignorance outside the educational world:

Widespread misunderstanding among MPs, industrialists, and the public about the role and activities of polytechnics are disclosed in a still unpublished MORI survey.

Fewer members of the public thought polytechnics taught degrees than thought they ran O or A level courses. Of those interviewed (excluding "don't knows"), 34 per cent thought polytechnics gave degrees, while 36 per cent thought they did O levels and 44 per cent A levels. (In fact, no polytechnic runs O or A level courses.)

Among MPs, who debate higher education in the Commons today, only 20 per cent thought polytechnics provided education for the professions, despite the fact that most students qualifying for the professions and business are now from the public sector.

TES 26 October 1984

WANT OR NEED?

Lord Robbins and his committee have produced a magnificent report . . .

Nevertheless it must be asked whether the report is wise in placing so great a weight of the expansion of higher education on the backs of the universities. There is ample evidence brought forward to show how well the current standards maintained in United Kingdom universities compare with those of the rest of the world. A highly selective policy has served us excellently.

High quality is worth preserving. The committee . . . propose that five technological institutions, of which three already exist in London, Manchester and Glasgow, should be raised to the level of the Massachusetts Institute of Technology. At the same time they envisage an expansion of the existing university departments of science and engineering and the elevation of the Colleges of Advanced Technology to the status of technological universities. Can this enormous programme be carried through so that in 1980 we really have five MITs? How many MITs and Caltechs has America herself? Four rather than five. It is easier to call a place a university than to find Nobel prizemen to occupy its chairs . . .

The real case the report advances for the great enlargement of universities is not national need but public demand. The Robbins committee are among those who would argue that what the people desire the state should give them when possible. Others would reply that public desire is fairly easily controllable and it should not be encouraged to mount so high that the efficiency of institutions is endangered.

TES 25 October 1963



HEROES OF THE YEAR

This has been the year of the Beatles. Whatever triumphs or disasters 1963 has held for the rest of us, for countless thousands of young Britons it has been a time when the world has revolved around these four energetically nonchalant young men. Educationists should be thinking about them. But is that not a little suggestion? What have educationists been doing already? Some indeed have had no option but to think about the Beatles. By all accounts the young men dominated half the O-level English compositions this year in at least one examining board's GCSE.

Here, we say, is an adolescent obsession which we must understand and turn to advantage. Translated into classroom tactics that means a conventional response to a challenge. Let us show, says the progressive teacher, that we are not reactionaries. We, too, can string along with Ringo. That way we will catch the attention of the class and the path will be open to higher things. We will start with "Roll over Beethoven" and take them by progressive stages to the post-humous quartets.

So the theory goes. When shall we ever learn? We are dealing today with young people who have no intention of submitting to this shoddy deception . . .

It is fatuous to be patronizing about them. In any event we adults have precious little justification for that.

Only connect. These Liverpool boys have achieved a degree of communication overnight that all the educational pundits in being could never aspire to in a month of Sundays. We tire the years debating how we can get across to the young. They open their mouths and in a second half the youngsters in Christendom are sharing their world . . .

If the Beatles were nothing else they would still be a sobering reminder to us of what tins we are in this business of knowing the child.

The young today have a candour about them, born perhaps of the Bomb, that accepts no assumptions just because they are accepted and takes over no values untried. For all their ignorance they set us an example of intellectual honesty that should make us feel ashamed. If we cannot match their integrity we shall never get on terms with them. We shall be squaring the hypotenuse or expounding the ablatives absolute. They will be humming to themselves "All My Loving", "I Wanna Be Your Man" or "Hold Me Tight".

TES 27 December 1963

BOLD EXPERIMENT SHOWS NEED FOR 'OPEN SCHOOL'

University of the Air: a rare innovation

A "University of the Air", mooted as long ago as the mid 1920s, was one of the cherished projects of the Labour Government returned in 1946.

Britain's long promised Open University will be probably launched in the autumn of 1970, Miss Jennie Lee, Minister of State for Education and Science, announced at a press conference on Monday.

"This university", Miss Lee declared, "must make no compromise at all on standards". In its degree giving system, it would be modelled more on the Scottish and American systems than on the English, she went on. Students would be able to get credits at the end of each year and this would make it accessible to those who only want to do a year's study.

TES 22 September 1967

Its origin as a plank in the Labour Party's 1964 election campaign, and the cost, has not endeared the Open University to the Conservatives. In the House of Commons in January, Sir Edward Boyle, Opposition spokesman on education, warned that if the Conservatives returned to power, they would not be bound to maintain the Open University at its present level of costs - estimated to be about £3,750,000 for a full year.

TES 9 June 1969

The Conservatives' decision not to abort the experiment was warmly welcomed:

The original idea has seen various transmutations, but most of the essentials for which Lady Lee fought so tenaciously have been retained, including the full trappings of a university with its own degrees and research facilities . . . The Open University is now open and one of the very few genuine educational innovations of the twentieth century has been brought to birth. It represents the most serious attempt so far in the western world to combine the use of electronic media, the



Pomp and circumstance: the first OU graduation.

correspondence course, personal tutorial supervision, and the short intensive residential course in a coordinated system. This, together with something like a systems approach to teaching materials and evaluation, is a potentially revolutionary challenge to the rabbinical methods of traditional universities and colleges; the most serious attempt yet to move on from the labour-intensive approach of the conventional British university which demands an ever more expensive ratio of staff to students.

TES 1 January 1971

A reporter found:

The atmosphere at Milton Keynes is undeniably tense. Academics, administrators and BBC producers have been through tough times together and with most of the first year's work completed and committed there seems to be a

tendency to look over shoulders for the sign that will flash "On Air" . . . Quite apart from the pressures the staff have had to undergo to invent a university in little more than two years ("The pressure's fantastic . . . People are dropping like flies.") the university has set out to produce a valid degree course using very different criteria and methods from a conventional university.

TES 1 January 1971

By the time its first degrees were awarded The TES was looking to extend the concept:

With deserved pomp and circumstance, the Open University awarded its first degrees this week. At a time of mounting disillusion about possibilities for educational innovation and change (those watchwords of the 'sixties) it has been an outstanding success story.

Its first priority - and one it is impossible to challenge, given both its charter and the status game in educational institutions - has been to prove itself as a "proper" university. It has made uncompromising demands on its students, and a surprising number have responded, as the unexpectedly low drop-out figures show. OU graduates have proved they have a lot of will-power and stamina, and should be an attractive proposition for employers . . .

But the open idea goes much further, into general education at all levels. The people at Milton Keynes are not, as university teachers, equipped to run lower level courses for people who have missed out on the first educational round. Their drop-outs - mainly those who left school too early to be able to cope with the level of academic effort required - show the need for some kind of "open school". A bold experiment here could open up new ideas and possibilities and techniques at higher secondary levels, as the OU has done at university level. It would need different staffing, but many of the material and technical resources of Milton Keynes could serve it.

TES 29 June 1973

Anthony Sampson, *Anatomy of Britain*.
Sir Edward Boyle takes over as Minister.
National Socialist Colin Jordan suspended from teaching.
Children and Young Persons Bill.
Kingsley Amis resigns Peterhouse fellowship to "escape the stuffiness of Cambridge".

1963

Science teachers form ASE.
£7m boost to teacher training.
Beaching cuts rail services.
Dig AD courses established in 85 art colleges. £16m increase for universities.
London and Manchester and 11-plus.
Gaitskill dies; Harold Wilson Labour leader. Macmillan retires; Alec Douglas-Home Prime Minister.
University of Strathclyde - first new Scottish university for 400 years.
Profumo: *That Was The Week That Was*.
Princess Anne at Benarès.
Newsom Report urges leaving age of 16; longer day; expansion of curriculum.
Robbins report recommends expansion of higher education; integration of teacher training into university system; a Ministry of Arts and Science.
Kennedy assassinated.

1964

Boyle proposes leaving age 16 in 1971.
Department of Education and Science created; Quintin Hogg Secretary of State.
Lockwood report urges Schools Council.
BBC Radio axes *Children's Hour* after 42 years.
Hanniker-Heaton report calls for expansion in day release for under 18s.
London employers can't find enough school leavers.
CNAAs rescues charter.
TES Scotland starts.
Labour led by Harold Wilson ends 13 years of Conservative rule with narrow election win; Michael Stewart, Secretary of State, reveals plans for comprehensive system.
Sheffield University awards the first BEd.

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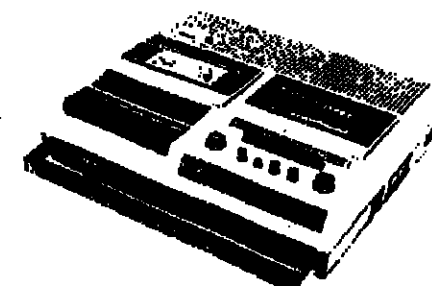
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1965

TS Eliot and Winston Churchill die. RA Butler leaves politics to become Master of Trinity, Cambridge. Tony Crosland moves to the DES. Stewart Foreign Secretary. Crosland rejects unitary higher education in favour of a binary system. Inner London Education Authority takes over from the LCC. Circular 10/65: Government's declared objective to end selection at 11 plus and to eliminate separation. German students stage mass demonstration. Bournemouth first 11 a to reject 10/65. Newsom enquiry into public schools.

1966



England wins the World Cup. Social Science Research Council charter. Labour wins a second term with a much larger majority. White Paper on polytechnics. Schools Council calls for common 16 plus to replace GCE and CSE. TES with sister papers taken over by Lord Thomson.



British education's worst ever disaster: landslide engulfs Aberfan school killing 144.

1967

Plowden report on primary schools backs creation of educational priority areas; extra pay for teachers in them; no class larger than 40; more nursery schools; middle schools for 9 to 13; no cane. LSE porter dies of heart attack during student demonstration. Crosland confirms plans for 28 new polytechnics. Francis Chichester knighted after solo round-world sail.



Beatles Sgt Pepper's Lonely Hearts Club Band. School meals up to 1s 6d. Patrick Gordon-Walker Secretary of State. Enfield parents defeat reorganization plans in the courts. Conservative conference debates education and has its first ballot for 14 years: Boyle's conciliatory line wins. Government introduces the breathalyser and devalues the pound.

LOWDEN AND THE FIRST BLACK PAPER

The primary schools' Robbins

The TES welcomed the Central Advisory Council for Education's enquiry - the primary schools' Robbins it called it - but voiced doubts about its optimism when the Plowden report was finally published:

Clearly the great innovation is the proposal for educational priority areas (EPAs), a deliberate favouring of "schools in neighbourhoods where children are most severely handicapped by home conditions". Covering a tenth of all pupils in the country, the scheme provides for better staffing ratios, with a reduction of class sizes to 30, building priorities and a bait to teachers of an extra £120 a year. In other words, the intention is to give poorer children in the downtown areas more teachers and better teachers than children in the suburbs and new housing estates can look for.

What it amounts to is a levy on the educational facilities of the better areas for the benefit of the poorer, and it will be extremely interesting to see how a Labour Government's conscience reacts to this one. To put it in crude political terms, it means transferring educational advantages from parents in new housing areas where the better paid workers live - often marginal constituencies - to decaying areas inhabited by the older, less well paid working class - where the constituency is solidly in the Labour bag anyhow. Apart from this consideration, which some might describe as sordid though it is likely to catch Mr Wilson's eye, there must be some doubt whether improving the schools by themselves can do the trick.

This brings us to the question mark behind this report. Will the money be found to pay for it? No committee could have done a better job of assessing costs and declaring priorities. But it does seem that they worked on the assumption of a 3% per cent national growth rate which we certainly have not got now and may, at best, recover only spasmodically. One gets the impression sometimes that the educational standards enjoyed by an upper middle-class family before the war are now expected to be shared by all. It is an extremely tall order.

We can provide for Plowden only by raiding resources needed for defence, housing and old age pensioners. It is as nasty as that. What can be said is that Lady Plowden and her committee have produced ways of spending money, and convinced us that they are admirable, if only the nation can first earn the money.

TES 13 January 1967

TO SELECT OR NOT TO SELECT?

Comprehensives were a dominant education issue of the 1960s. The TES was not an enthusiast for them:

As long as we can keep St Paul's and Winchester and the schools they represent and Manchester Grammar School and the other direct-grant schools, and the maintained grammar schools that have established themselves, we have no call to fear Continental rivalry. But let them go, abandon the selection which is essential to their standards, substitute a high school system where real work, preparatory for higher education, starts at 15 or so, and we shall fall behind... we cannot afford not to subject our best brains, taking them from where they show themselves, to rigorous courses in selective academic schools...

Bright boys and girls together with bright teachers - nothing can take its place.

TES 24 January 1964

If Mr Harold Wilson's dreams of the British future, efficient, scientific and assured, are to come true, there is going to be no escape from selection. It is bound to exist in some form, and the form it takes in the direct grant system stands up well to criticism.

TES 3 July 1964

Labour would seem to be in two minds about why comprehensive reorganization is desirable. Mr Prentice, at Croydon on January 2, said that "The pecking order of public schools, direct grant schools, grammar schools, and modern schools both reflects and aggravates the snob values of society". On January 8 at Brentwood he declared that "the case for 'going comprehensive' is an educational one".

TES 15 January 1965

The TES lighted with some glee on the Labour Lord Snow's "superb obiter dicta":

"It seems to me that if you are living in a prosperous home it is a mistake to educate your



Children and their primary school

Two years later, the pessimists struck back. Under the extraordinary headline "Blacks beat up Pintos" The TES said:

It adds to liveliness when the Right take up the educational cudgels, as a group of them do in *Fight for Education*, which they call a "black paper". Little has been heard of them for a long time, while the Left would seem to have been talking non-stop... The "black paper" relies rather too much on the argument from general principle to support its charge that behind expansion we are witnessing "the progressive collapse of education" or at least of any quality it once possessed. But there are some more practical pieces such as Mr D C Watt's description of what went wrong at LSE - ambitious expansion plans, drying up of promised finance, student overcrowding, decline in staff/student ratio. The LSE is indeed an object lesson in the dangers of over-optimism.

TES 7 March 1969

PARIS, LSE, ESSEX AND HOLBORN LIBRARY

Student protest - 1968 and all that

Student protest erupted in the 1960s, provoking reactions that ranged from surprise to outrage.

Students from university towns throughout West Germany and from the teachers' training colleges demonstrated in the streets and squares on Thursday last week in an effort to draw public attention to inadequate educational facilities... an unprecedented step for German students with their reputation of wanting only to study to get as quickly as possible a good job.

An immediate response came the same day from the Chancellor, Dr Erhard... He suggested that the blame must be put on an exaggerated social security which sapped the will to succeed among the young.

TES 9 July 1965

It arrived with a vengeance in the UK in 1967:

A committee was appointed by the academic board of the London School of Economics on Wednesday to make an urgent investigation into events at the school on Tuesday. A porter of the school, Mr Poole, died after a scuffle when students tried to force their way into a locked hall to hold an emergency meeting. The meeting, organized by the Graduate Students' Association, was to protest against the appointment of Dr Walter Adams, former principal of the University College of Rhodesia, as the new director of LSE.

TES 3 February 1967

The TES saw protests against the exam system as an attempt to lower standards:

In some places, as at Hornsey, students are demanding a re-framing of their courses, while elsewhere they are asking that examinations be made easier or abolished. Giving in to such demands, and they will no doubt increase, would simply uproot standards and discredit institutions weak enough to comply. Students have gone to higher institutions of their own choice - they are not conscripts - and they should abide by the rigours of the game.

TES 7 June 1968

Meanwhile in France:

Their leader, Mr Daniel Cohn-Bendit, second-year sociology student at Nanterre, is supported by such idols as Jean Paul Sartre, who addressed a sea of questioning students in the Sorbonne. Huge excited masses are everywhere, but some semblance of discipline has always been maintained...

Today the whole future of de Gaulle's France hangs in the balance. The most stable political regime France has enjoyed since the war has been brought to the brink of the precipice by the protests of dissident radicals dedicated to the overthrow of capitalism and of bourgeois society. What began as a movement for academic reform has been swallowed up in a wider call for political revolution.

TES 24 May 1968

The French Prime Minister, M. Pompidou, has accepted resignation of the Minister of Education... The referendum to be held on June 16 will

DE-SCHOOLING

In 1971 Ivan Illich outlined his theory for the de-schooling of society in an essay in The TES:

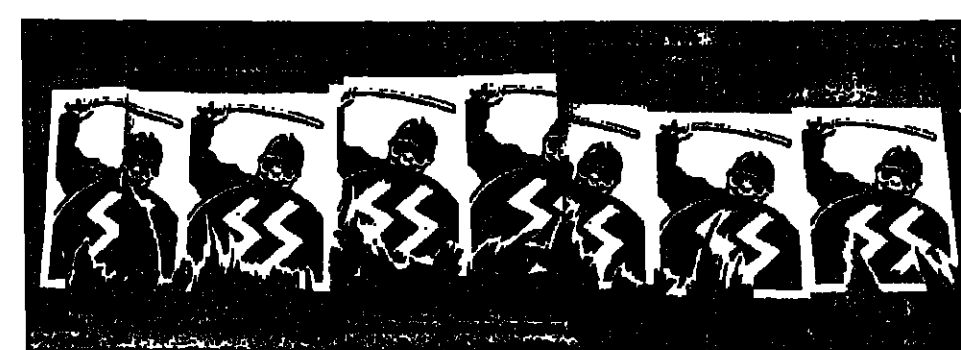
School is not only the new world religion. It is also the world's fastest growing labour market. The engineering of consumers has become the economy's principal growth sector...

If we add those engaged in full-time teaching to those in full-time attendance, we realize that the so-called superstructure has become society's major employer. Sixty-two millions are in school and eighty millions at work elsewhere...

The new world church is the knowledge industry, both purveyor of opium and the work-bench during and increasing number of the years of a man's life. De-schooling is, therefore, at the root of any movement for human liberation. Each of us is personally responsible for his or her own de-schooling, and only we have the power to do it.

No one can be excused if he fails to cure himself of his addiction to school. Men could not free themselves from the Crown until they had freed themselves from the established Church. They cannot free themselves from progressive consumption until they free themselves from obligatory school.

TES 16 July 1971



Student posters: Paris, June 1968.

explicitly ask the country to vote for "Renovation universitaire" as well as for social and economic reform.

TES 31 May 1968

The TES learned to take a more relaxed attitude, however:

The picket and occupation of Essex University last week started off in fine style with a football match between the Scottish International Socialists and the International Marxist Group. It was rumoured that one leading militant was prepared

to transfer his allegiance for a five-figure sum. Jerry Fitzpatrick, the Trotskyite who unsuccessfully tried for the presidency of the National Union of Students some years ago, was maintaining his ideological position on the left wing.

The defender of Lenin in the goal mouth was not having too good a day and the final score, although subject to revision and obscured by vociferous rhetoric, was IMG 8, IS2. Still, there was a free film show in the evening with *The Assassination of Trotsky* and *State of Siege* as the main attractions.

TES 3 May 1974

JUNIOR LEADERS

The slightly shambolic 1969 outbreak of school pupil protest was reported for The TES by Frances Morrell, now leader of ILEA:

The "pupil power" movement, henceforth to be known as "Unison", exploded into being at Holborn Library accompanied by the customary thrills, spills and ballyhoo which have come to be associated with student politics.

Nicholas Baby, leader of the Comités d'Action Lycéens, fresh from two days in a Paris gaol, told

the conference: "You must take militant action on issues which concern students or they will not follow you. Your watchword should be: 'two or three Paris'."

... the intervention of the caretaker at five o'clock brought the meeting to a close with no committee elected, no clear plan of campaign decided upon, and considerable disunity exposed amongst the delegates [so] it seemed that pupils power day had been only a hectic fiasco.

TES 10 January 1969

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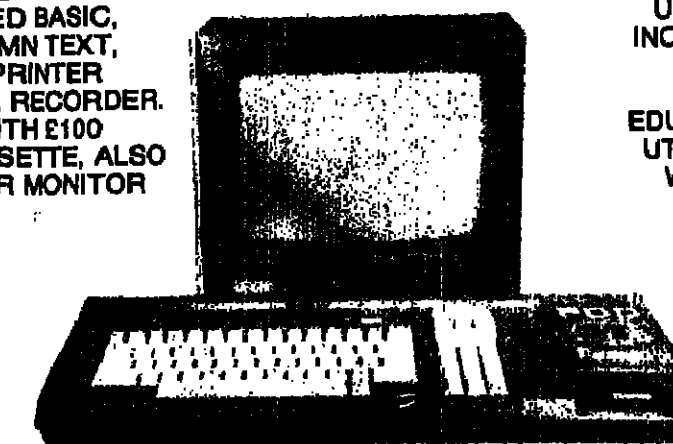
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1969

Hatfield, Sheffield, Sunderland: the first three polytechnics, open. Institute of Economic Affairs proposes an independent university. 231,000 get on for nursery schools. Open University receives charter.



Edward Short labels LSE demonstrators (above) "academic thugs".
De Gaulle resigns as President of France.
Stuart MacLure becomes editor of *The TES*.
5,000 NAS members strike.
First Black Paper published.
Neil Armstrong first man on the moon.
Exeter plans the first tertiary college.
Edward Boyle, opposition education spokesman, leaves politics to become vice-chancellor Leeds University: replaced by Margaret Thatcher, instantly dubbed "Skinhead of the Conservative Party" by Willie Hamilton.
NUT and NAS both striking for £135 pay rise - offered £50.
Rupert Murdoch buys *The Sun*.

1970

Assistant Masters and Assistant Mistresses prepared for first time since 1920s to strike for better pay.
Files ransacked by students at Warwick.
Teachers settle for £120 after intervention by Short.
The TES costs 1 shilling.



Edward Britton (above) replaces Sir Ronald Gould as NUT general secretary.
Donnison report on direct grant schools calls for integration with state sector, but advocates right to independence.
New English Bible and *Oz* schoolkids issue.
NUT joins TUC. PAT launched.
Graduates outnumber jobs available.
Conservatives win election: Mrs Thatcher Secretary of State. Immediately withdraws circular 10/85. Milk for over 7s abolished.
Schools Council rejects Q and F levels.
Countryside School opens.
16.5 per cent university intake from FE (10 per cent in 1969).

NAS: 'TELL MR BRAMALL TO JUMP IN THE LAKE'

Easing up on the cane

After DES circular 1/68 called for the cane to be gradually abandoned, the ILEA's decision to ban it in primary schools in 1971 was the big breakthrough. The National Association of Schoolmasters was not pleased:

Mr Terry Casey, general secretary of the National Association of Schoolmasters said: "If I told my lawyer how to do his brief he'd tell me to jump in the lake - teachers in Inner London should tell Mr Ashley Bramall to jump in the lake. What regional hospital board could tell the surgeon how to use the scalpel and when?"

TES 3 December 1971

The TES didn't agree:

It is painful indeed to see large sections of a profession publicly demanding the right to beat children - a right which teachers in more or less every other European country do not have. Corporal punishment, like capital punishment, is a symptom of a sick society, and the ILEA is

taking a brave step in leading the move towards its abolition.

Gerald Haigh, a teacher and a frequent TES contributor, spoke for the agonized ambivalence of many at the time:

If a boy fights or steals or truants then it may be that a teacher with 30 other children clamouring for attention, an overworked educational welfare officer or a child psychologist might be able to find out why. They might even be able to do something about the cause of his trouble.

It will be more than likely, though, that the roots of the disease are far out of reach and that the symptoms alone will have to be treated instead, bearing in mind the old and well tried principle of deterrence and the greatest good of the greatest number.

All we can do is hang our heads and repeat that we know it is wrong to hit children but, God help us all, we live in a nasty world, and there are times when it is the best we can do.

TES 3 December 1971

TEACHER SUPPLY

Expansion in the 1960s produced some impressive improvements in pupil teacher ratios:

In the present circumstances, with the NUT and the Labour Party attacking the 1980 target of 510,000 and the colleges of education blaming their present difficulties on the headlong expansion of recent years, there is a tendency to forget just what has been achieved in the past seven years, let alone give credit to the politicians like Mr Anthony Crossland and Lord Boyle, who provided the central drive. It is true that the man who is never satisfied can never be accused of complacency; it is equally true that this is no time to cry stinking fish. The figures for the pupil-teacher ratio which Mrs Thatcher quoted in Parliament on Monday night speak for themselves: 1950-27.1; 1955-26.8; 1960-25.1; 1965-23.5; and 1970-22.7. The White Paper projects these to 20.7 in 1975 and 18.7 in 1980. If the teacher supply achievements cannot be regarded as a success story in education, nothing can.

As ever, however, there were conflicting estimates of the numbers of teachers needed in the future. The same leader welcomed the new Advisory Council for the Supply and Training of Teachers with a warning:

The advisory council will have to decide how they intend to present their advice. There seems reluctance to become tied to the succession of major reports which finally helped to sink the NAC. But they will certainly have to publish and take the educational world into their confidence if they want to mobilize any support on issues where their views differ from those of the Department. Mrs Thatcher has reserved the right to control their agenda... so the council have got to make clear from the start that they are not prepared to be her creatures. They can do this best by the quality of their advice and the openness with which they give it - and by resisting the pressure which helped wreck the former council.

TES 6 July 1973



Student teachers on Humberside, 1965.

When the demand for teachers was outpaced by supply, however, it was the hapless Fred Mulley who took the rap:

As the facts about teachers' jobs pile up, the supine posture of the Secretary of State becomes more and more difficult to understand, let alone defend. When Timesides gets out of line, Mr Mulley can act promptly enough to show his vitality. But when there is a far more serious crisis in teacher education and 15,000 or so young teachers cannot get jobs in schools, Mr Mulley lies flat on his back and invites the rest of the educational world to do likewise.

TES 25 June 1976



LAW TO BE BROKEN

School meals were never wholly popular with their consumers and putting the price up to 1s 6d in 1968 didn't alter their views:

I myself don't like school dinners. The meat is all fat, the potatoes are not even cooked properly, and the cabbage is awful, the beans and peas are like rubber balls.

I would like to have Fanny Craddock cooking my meals. But I suppose you can't expect everything, so I will have to eat that mess.

I don't think school dinners are worth 1s 6d. I think they should still be 1s.

Nikos, aged 12

And I like my school dinners because Mrs X cooks good and I like my afters. The afters I like best is meringues pie with cherries on it and my favourite dinner is spam, potatoes and greens.

Isobel, aged 8

TES 28 June 1968

Milk took the brunt of early 1970s cuts. Meals went up again, but milk went out:

Mrs Thatcher's Milk Act is a disaster. The latest bureaucratic nonsense is that the Department of Education and Science delivered their circular less than a week before the beginning of term. There has been no time to decide which children are "medically" in need of milk; no advice on how teachers are to sell it to those who want to pay.

Meanwhile, in dissident areas, techniques of evasion proliferate. Some authorities say that they will quite simply ignore the Act; others that they will mix the milk with chocolate or make it into spurious "milk pudding"; a few more that they will finance it out of the penny, all-purpose rate. Perhaps the most significant local sign so far comes from Birmingham where all 43 applicants from a single school have been declared in need on medical grounds.

The legal position is potentially hair-raising in its complexity. Where education authorities break the law, Mrs Thatcher can eventually track them down: if a single rate-payer complains against the mis-spending of his penny proceedings can be long, once complaint is lodged. As for the authorities who are going to go on handing out milk by any other name, the position is confused.

The number of authorities who are rebelling is not great, but they obviously believe in what they are doing, and the revolt of such respectable and law-abiding members of the educational establishment further characterizes the essential nastiness of the Act. Bad laws are made to be broken, or dodged.

TES 10 September 1971

LEAVING AGE RAISED TO 16

Before the 1964 general election Sir Edward Boyle promised to raise the school leaving age by 1970. In the event it was postponed by Patrick Gordon Walker in the wake of the 1968 devaluation, though Labour's 1970 manifesto promised even more:

The third is the crackerjack: Mr Short promises to raise the leaving age to 17 by 1980. The time scale happily absolves him from any moral obligations - it is more a prophecy than a promise. Or is it a threat? Fortunately no one will ever know whether the voting public - let alone the teachers - would regard Mr Short's lollipop as attractive or not.

The great moment finally came in 1972, though this Newcastle 14-year-old seemed unimpressed:

"I wouldn't mind stopping on if I thought I could do better and get a better job, but I don't think I could learn any more after 15. I don't want a big job like the Navy or anything. If I went to the farm I would learn a lot of things which I couldn't learn

at school. The farmer's son-in-law is a mechanic. He would learn us all the things about engines and machinery, and I wouldn't learn this at school.

TES 10 March 1972

The TES took stock after the first year:

Now that we can look back on the first RSLA year, it becomes clear that sticking a label on the first generation forced to stay on for a fifth year in the secondary school and assuming that they were different animals has been on of the worst mistakes.

Hived off into a separate group as not fit to take examinations (today's write-offs, tomorrow's drop-outs) they see quite clearly when they are being consigned to "dustbin" courses. The more able have felt equally deprived. Those selected to keep their heads down over O levels and CSE have clamoured to have a go at bricklaying and charm courses.

The sooner we stop blaming RSLA for everything that goes wrong, or pretending that the raising of the school leaving age has produced a different species labelled the RSLA the better.

TES 26 June 1974

THE RISE OF MULTICULTURAL EDUCATION

Schools have to learn a new set of values

By the mid sixties, many authorities were beginning to wake up to the implications of an increasingly multiracial society:

Many immigrant children - particularly West Indians - may be being wrongly considered educationally subnormal and sent to special schools. A confidential report by the ILEA says heads of ESN schools thought immigrants were four times more likely to be wrongly placed than other children.

The headmistress of an Islington infant school with a 60 per cent immigrant intake, Mrs Winifred Bindley, said that staff had to teach English to West Indians even more carefully than other immigrants. She thought children were often placed in ESN schools to get rid of them.

TES 26 December 1969

West Indian teacher Bernard Coard (subsequently Vice-Premier of Grenada and now awaiting trial for the murder of Maurice Bishop) pointed the way towards combatting this under-achievement:

First, let me make it clear that I'm not out to knock ESN schools. They serve a useful function for children who are brain damaged. But the vast majority of children in these schools are normal children who are educationally and environmentally deprived and therefore need intensive intellectual stimulation.

West Indians are from a different culture, not a deprived culture. We have different values, different norms, different life styles, a different language. It would be quite a different thing to tell a West Indian child that in order to cope in a new society he has to learn a new language. Instead he is told continually that his language, his own identity, is not adequate, not a real language at all. The result is a growing lack of confidence, self-hate, and feelings of inferiority. Secondly, West Indian children and their parents are never asked to contribute anything from their cultural heritage to the curriculum of the schools.

TES 9 May 1971



personality but for their acquiring a meaningful knowledge of English.

Ranjana Ash

Demeaning stereotypes of black people continue to abound in junior school topic books on "children of other lands". There are history and geography books published in the past five years which are disfigured by racial and ethnic bias, and too many publishers have suggested by their practice that the token inclusion of a solitary black in the background of illustrations absolves them from further responsibilities.

Rob Jeffcoat

The West Indian boy works and moves under a kind of myth, which he can do nothing about. Because of the media, because of the way his history is put over, he is expected to be less intelligent than white boys of his own age. He would have to fight everything, and almost all the way, to prove that he is not so.

I know this because even though I am not a West Indian, I am both a teacher and a black mother with young boys in a London school. In most cases the boy acquires exaggerated gestures, and shouts in an unnecessarily loud voice. He simply wants to be noticed. But it is the wild behaviour that is noticed by the overworked teacher, not the timid person inside crying to get out. By then he has acquired the image expected of him.

Buchi Emecheta

The point is usually made that there are not many black teachers to employ, neither are many young black people with the necessary qualifications entering the colleges. These facts exemplify the vicious circle which surrounds the education of black children in Britain. The youngsters attend a school which links teachers with whom they can identify and form meaningful relationships. They are not inspired enough to obtain the necessary qualifications which would enable them to become teachers to serve in such schools.

Charles Mungo

TES 22 September 1975

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(A.C. Giffen, MA)
Junior School
Master of the Junior School (TE)
(P.M. Peabody, B.Sc.)
Wells Cathedral School, Wells, Somerset, BA8 9BT

75 YEARS OF THE TES

1973

Britain enters the EEC.
NUT strikes for better London allowance.
Russell report on non-vocational adult
education. First 800 Open University
graduates.
Brilliant and Butler propose CEE and N and F.
First Jobcentre opens, in Reading. Under
18s on day-release in decline.
ACSET first meeting.
Roy Hattersley declares Labour plans to
abolish public schools. A S Nell dies.
First commercial radio station, LBC.
Middle East War – triggers off fuel crisis.
Miners' strike leads to three-day week.
One million single-parent schoolchildren.
Cuts: £200 million off education – standstill
on building until June 1974 but direct grant
schools unchanged.
Born to Fall published.

1974

Muslims in Bradford refuse co-ed schools
for daughters.



Minority Labour government elected: Reg
Prentice Secretary of State.
Fred Jarvis general secretary of NUT.
Local government reorganization: i.e. a.s in
England and Wales cut to 104. Labour
confirms Conservative education cuts.
VSO stops recruiting school leavers.
Cornwall Street Ken Barlow quits
teaching for a better paid job as a
warehouse administrator.
Special Burnham committee pay offer for
teachers in stress schools.
TES review of sixth formers shows a
preference for the tertiary idea.
Annan inquiry blames organized militants
for student occupation at Essex University.
Labour wins headline majority at second
general election: TES poll shows swing
away from Labour in teachers' vote.
NFER thumbs down to primary French.
Houghton report increases teachers' pay
by 30 per cent; total cost £432 million.

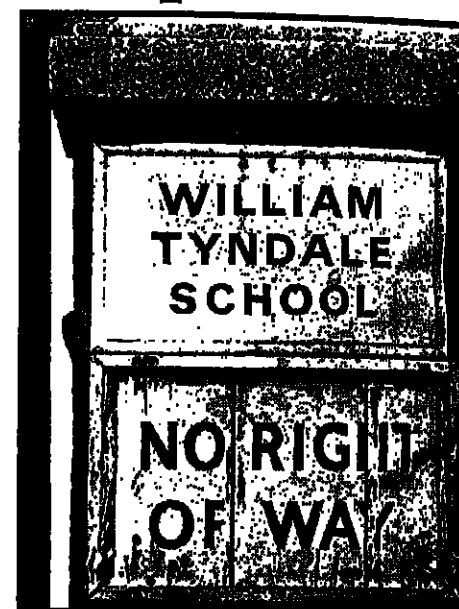
1975

ILEA bans teacher for refusing to undertake
not to mention homosexuality in class.
Mrs Thatcher elected leader of the
Conservative Party.
Bullock report.
Bexley, Berks and Kingston defying
Government over 11-plus.
Black Paper proposes exams at 7, 11, 14.
Chancellor Denis Healey cuts £76 m from
education. Fred Mulley Secretary of State.
First radio broadcast of Parliament. DES
prepares £500 m cuts over next four years.
TES finds shortage of non-white teachers.
Colleges of Education closures announced.
Circular 10/75 marks "full entry of the
education service into recession".
Schools Council calls for 18-plus in 1981.
William Tyndale School, Islington, taken
over by inspectors.
BBC adult literacy series *On the Move*.



TES sponsors first Schools Prom.
Thirty-seven of 374 direct grant schools
out of state system: Bill to end selection
sex discrimination Act.
Marriage NAS and UWT.

Missing the point



William Tyndale Schools, Islington, became
the focus of a lengthy debate when tensions
between staff, parents and authorities led to
the virtual collapse of the junior school. The
ILEA ran an inquiry which lasted 14 weeks. At
the end of it *The TES* felt the point had been
missed:

Had they asked simply: "What should be done?"
the inquiry might well have been over in a couple
of weeks, the ratepayers would be richer by many
thousands of pounds, the parents of children at
Tyndale would have known where they were by
Christmas, and the teachers and managers would
not now be back to their unedifying feinting,
marching and counter-marching. It is one thing to
ask lawyers to establish "the facts" in a wrangle
which involves Mr X with the iron pipe in the
conservatory. But Tyndale is about subjective
impressions, rival philosophies, parents' concern
for their children, scare-mongering, rumour,
professional competence – not to say professional
hang-ups – the political and conspiratorial con-
tent of meetings between friends with shared
worries, and teachers in mutual difficulties, both
groups seeking advice or support where they may.
To hand this over to the lawyers is to invite
precisely the costly, time-wasting and inconclu-
sive exercise just completed.

TES 13 February 1976

Reporter Mark Jackson found the whole
hearing profoundly disturbing:

Soon after the Tyndale inquiry began, the
youngest of the teachers disappeared from the
proceedings. Later she resigned and wrote that
she was totally unable to relate to what was going
on. I, compelled by duty and by a certain
ghaouliness to sit it out in London's County Hall
for the 14 weeks, am still not sure what was going
on.
Issues of right and wrong, the wisdom or folly
of particular practices, the patient examination of
the changing pressures on educators and adminis-
trators – all became subordinated to the dynamics
of the courtroom. What mattered was the
performance of the witnesses and the lawyers.
Casual playground conversations were repea-
tedly worked over in hours of cross examination,
on the assumption that they contained intoler-
ably conspiratorial behaviour. Remarks
were analysed indefatigably for traces of guilty
foreknowledge.

TES 13 February 1976

William Tyndale survived as a combined
infants and junior school but scars remained:

The crisis has left plenty of residual tension...
even though the Inner London Education Author-
ity now consider the school to be very successful.
Ron Letheran, ILEA's chief primary inspector,
puts it in the top 10 per cent of their primaries...
It isn't altogether surprising that William
Tyndale should now be a model for cautious and
controlled development. The crisis bonded a
good staff together, and the authority had to give
them full backing. But it would still have been
hard to predict seven years ago that children
would be justified in writing: "one did this year
"OI What a lucky school we are!"

TES 1 October 1982

75 YEARS OF THE TES

MRS THATCHER SENDS IN THE INSPECTORS

The Countesthorpe story

Countesthorpe College combined the roles of
show school and lightning conductor. Visiting
after it had been going a year, Virginia
Makins found:



Democratic decisions and first names.

Now they are getting down to the fundamental
question – when relationships between the
teachers and children are good, when courses are
made as interesting and varied as possible, when
children are pretty free to plan their own work
and do their own thing, what do you do about the
children who just don't want to learn? The child
who says flatly: "It's not you, Mike, it's science",
and walks out...

One of the scientists said: "Before, with an
unmotivated fourth form, you had no relation-
ship. Here you have a relationship and stand a
chance. But there's no magical carryover. It's still
hell trying to teach them biology." The teachers
have let the most anti-work children cut classes
otherwise they would disrupt the mainstream...

Relations between staff are also open and easy.
Tim McMullen has divested himself of much of
the head's authority, which means that all staff
have to face the problems of running a school, in
particular the Solomon task of allocating re-
sources. The moot decides which departments
should get new staff, and special responsibility
allowances. There is an interdepartmental com-
mittee investigating departmental finance.

TES 25 June 1971

A year later a pupil told *The TES*:

"We was walking down the lane at dinner time
and there was a man with a dog, and he says: 'That
school ought to be set on fire, it's a place for
criminals'. It's not like that – it's a minority who
go round smashing things up, and most people do
lessons, and what he said was a load of rubbish –
but you don't look for trouble so I didn't say
nothing!"

[The] form of government is, in fact, the most
radical thing about Countesthorpe...

Four rotating standing committees, plus a
turns as the executive. The staff dominate
members of subcommittees, for appointments,
distributing the budget, allocating special al-
lowances. Apart from anything else, it's an excel-
lent training for future heads and deputies.

TES 16 September 1972

Concern over "standards" existed inside, as
well as outside:

... in the second year, moods became increasingly
concerned with failures on the academic and
pastoral side. The core curriculum/option system
simply did not work – at least not for the
14-year-olds who only had a couple of terms of
their school life to run.

Children wandered around the school, no one
knew where they belonged or where to send
them, teachers were too wary of resorting to old
authoritarian methods. Gradually, damage and
graffiti increased...

The worries eventually found expression in a
petition by 411 people – not all of them parents –

TES 16 May 1975

Comprehensive by law

Labour's return in 1974 heralded a Bill "to
re-establish the comprehensive system in England
and Wales... to make plans for the abolition
of selection in secondary education"

The Times Educational Supplement believes that
the 11-plus should go – that 11 is too early an age
at which to separate children into separate
schools of different types on the basis of estimates
of their present and future talent. But this paper
has never accepted the need for legislation to
force this particular issue. No matter how much
bluster a new law may contain – and it will be that
kind of law – it cannot create the consensual
support needed to carry the comprehensive policy
through the political swing doors. If Labour win
the next election this Bill will have been largely
superfluous because the comprehensive tide will
continue to flow, and the suburban pockets of
resistance will seem even less worth the powder
and shot of a synthetic parliamentary battle. If, on
the other hand, the Conservatives win, the way is
opened up for another round of legislation, and
another setback for reason and common sense.

TES 21 November 1975

In 1976 the newly elected Tory council of
Tameside successfully challenged Secretary of
State Fred Mulley in the courts and managed to

reverse reorganization plans at the last mo-
ment. The TES condemned both parties:

Labour's contribution to the present mess was to
press ahead with a reorganization plan for
September 1976 with an exiguous majority in the
council, and every expectation of losing the May
1976 elections. Political inanities like "a majority
of one is enough" do not justify action which
courted confrontation when, as expected, the
electors withdrew their confidence.

If Labour has a big share of the blame, the
Conservatives are even more culpable. It is they
who must have responsibility for what is done.
Their election promises were misconceived be-
cause they paid more regard to party dogma than
to the welfare of the pupils and the schools, faced
as they now are by uncertainty and doubt.

They can reasonably say they made their
position clear to the voters who then voted them
in. But the position they adopted was untenable
in the first place – disregarding as it did the
immediate disruption which would be caused by a
last-minute rejection of the comprehensive
scheme. All that now faces the children of
Tameside is a prolonged period of disorganiza-
tion, and this cannot be good for anybody's
education.

TES 21 May 1976

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1976

NATHE formed from ATTI and ATCDE. EOC criticizes Janet and John books. Mrs Thatcher opens Independent University at Buckingham. 2818 m cuts announced - higher education to bear the brunt. James Callaghan succeeds Harold Wilson as Prime Minister. Schools Council backs common 16 plus exam and CEE at 17. Mulley rejects Tameside plans to reintroduce selection as "unreasonable" under the 1944 Act. Appeal court backs Tameside.



Shirley Williams (above) becomes Secretary of State. Commons select committee criticizes DES as "secretive". Mrs Williams promises more openness. Women teachers still on average paid 22 per cent less than men. Criticisms of school standards fuelled by Neville Bennett's *Teaching Styles and Pupil Progress* and various surveys. Callaghan's Ruskin College speech launches Great Debate. Shirley Williams stalls on 16 plus: asks Waddell committee to consider feasibility. Cyril Burt posthumously accused of fiddling results.

The Great Debate

The Great Debate, formally launched by Prime Minister James Callaghan, was foreshadowed by a critical DES review of schools and teachers. Known as "The Yellow Book", it was leaked to *The TES*.

The so-called Yellow Book... is an important policy statement on some of the dominant educational issues of the day... Mr Callaghan asked for a paper on four aspects of the present educational scene: primary education and the three Rs, the later years of compulsory education, examinations, and 16 to 19.

This gave the DES in general, and Miss Sheila Browne, the Senior Chief Inspector, in particular, the opening for which she had been waiting. With the encouragement of Sir William Pile, the former Permanent Secretary, Miss Browne has for more than a year had a group of HMIs working on curriculum and standards in primary and secondary education, paving the way for a more direct intervention by the Department. Large hints have been dropped that the DES believe that the privacy of the secret garden should no longer be sacrosanct. The obvious instrument for any such intervention is the Inspectorate - hence the part played by the HMIs in preparing a memorandum for the Prime Minister.

The myth of the teacher-controlled curriculum is strong - so strong, perhaps, that the DES have concluded that it needs an initiative from No 10 Downing Street to begin to dispel it.

Both parties now believe that there is a political time-bomb ticking away in the schools. The Conservatives think public anxiety must favour them. They strike attitudes in defence of basic standards in the belief that this is the way to exploit the anxiety. Mr Callaghan and Mrs Williams may well have reached a not dissimilar political assessment, and believe they must defuse the time-bomb before it has time to go off. They hope to do by bringing these curricular issues

into the open. Most people in the education service - including those whose initial reaction to the Yellow Book will be hostile - will prefer this approach to the Black Paper postures which Conservative education spokesmen have begun to assume.

TES 15 October 1976

In the event, the Prime Minister's speech was something of a disappointment:

Now that the Prime Minister has uttered in more or less the terms which had been predicted, the immediate effect is one of anticlimax. He has made his political intervention. He has trotted out clichés from the CBI about the shortcomings of young workers. He has dodged the question of whether he thinks standards are rising or falling, by taking refuge in the impeccable assertion that, anyway, they are not high enough for the complexity of modern life. He has whistled up weasel words to exploit popular prejudices. And, as must be generally obvious, he has sought to divert popular indignation, if only briefly, from his own management of the economy to the teachers' management of the curriculum.

Until each school, and each local authority, can produce evidence of systematic curriculum planning and evaluation, with careful attention to basic skills, the public will continue to feel that a gigantic cover-up is going on. The teachers' unions' paranoid reaction to any legitimate public concern about standards simply increases the suspicions, and give added incentive for politicians, whether national or local, to meddle in teachers' professional concerns.

TES 22 October 1976

To the veteran CEO Sir Alec Clegg, it was the same old story:

There was not much to complain about in what the Prime Minister said and on the whole it is

good for the Inspectorate to come to life again after being dormant for so long.

But perhaps we ought to take a glance at this Yellow Book when we lay our hands on it. I understand that it implies that we can no longer teach children how to read, though if this is so, I am puzzled by the fact that Puffin books increased their sales from 600,000 in 1961 to six million in 1975.

Then we are told that we are not producing enough students with an interest in technology. This again puzzles me as the number of full-time students in West Riding colleges of technology increased by nearly 2,000 per cent between 1954 and 1974.

However, it looks as if the Inspectorate are going to provide us ever so persuasively and ever so gently with a common core which will tell all teachers what they have to teach and how they have to teach it.

We must remember that they have done all this before.

Just after the service started, a new code of regulations of the education department was produced following a survey undertaken by the inspectors of that time, just as it is happening now. The core curriculum was specified in the code, and teachers had to follow it so that children could be compared with children, teachers with teachers, and schools with schools on standards reached regardless of all other considerations.

The inevitable effect of this was that subjects that were not in the code did not count, and children who could not manage the subjects that were in the code did not count either.

The man who was responsible for supervising all this early in the century was the senior chief inspector, Edmund Holmes, the Miss Sheila Browne of his day, and the fascinating thing is that when he retired he wrote a book in which he condemned lock, stock and barrel all that he had been doing for 30 years.

TES 22 October 1976

Schools Council abolished

In 1982 Sir Keith Joseph announced the abolition of education's parliament. *TES* reporter Biddy Passmore explained why.

It was in October 1978 that Professor Max Beloff, scourge of the Left, brought the Tory Party Conference to its feet with a plea to abolish the Schools Council "within one week of returning to power".

Teacher-dominated and pro-comprehensive, the Schools Council has never been loved by the right-wing, who see it as an embodiment of all the egalitarian theories they reject.

In recent years, however, strong opposition to the Council has also been building up within the DES. Officials have become increasingly frustrated by what they see as its ponderous machinery, lack of financial accountability and ineffectiveness, a frustration no doubt fuelled by the dislike of senior civil servants for appearing before a convocation - the Council's "parliament" - to be publicly abused by teacher union representatives.

The Council inherited the duty to advise the Education Secretary about examination reform. Here, its record is not one of success. Time after time, it has devised sweeping reforms which have either got bogged down by political in-fighting on the Council or been delayed by uncertain ministers. Twice - on the 16 plus and the CEE - reports commissioned by ministers to explore Schools Council proposals have seemed to prove the reform desirable yet neither has been implemented.

However, repeated criticism of the Council during the 1970s for its failure to disseminate its findings led to the commissioning of a report, *Impact and Take-up* in 1976. Its final draft, which appeared last autumn, showed a disturbingly low level of awareness of the Council's work among classroom teachers.

TES 30 April 1982

Harry Judge looked back on its demise more with sorrow than anger:

The trouble with any form of centralization - and, for all the rhetoric that is what the Schools Council was - is that power once concentrated can then be seized, and no matter by whom. A genuinely developed system would be one in which schools and local education authorities have their proper autonomy, and curriculum development agencies provide stimulus and support. We do not ever again want a Schools Council, but we might need several.

TES 29 March 1985

ENTER THE MSC

When Sir Keith Joseph expressed doubts about the GCSE, *The TES* commented:

What is clear is that this is no way to run a railroad. What the Secretaries of State have done is to show one again that the English and Welsh education systems are beyond the managerial techniques of the politicians who are their ministerial heads. It would not have taken the Manpower Services Commission 12 years to get nowhere on the reform of the central controlling mechanism of secondary education.

TES 2 April 1982

Two years later, the Government proposed to redirect to the MSC some of the money it provided for further education:

Whichever way you look at it, this is a giant's stride towards the nationalization of further education. This goes far further than anything else to brand the local authorities as mere agents of a quango responsible to the Department of Employment. This is yet another of Sir Keith Joseph's painful sacrifices of principle in the face of the Whitehall power struggle, another nail in local government's coffin alongside, rate-capping and draconian penalties for arbitrarily defined over-spending.

Of course, the local authority associations are up in arms. The Government probably feels it is in so deep with the authorities already that this bombshell will not signify. This could be a mistake. The arrogance which lies behind the way these announcements are sprung on the world is the arrogance of office, "the proud man's continuity". This... is more likely to bring this government down than anything which any of the opposition parties look likely to do.

TES 3 February 1984

1977

Julius Gould alleges Marxist bias at OU. HMI criticizes teaching of maths, science and languages; calls for political education for all 11 to 16-year-olds; finds Latin quartered; worries about gifted but finds ten good schools. AEC folds. All CLEA now.

Sue Shipman first woman NUS president. Tyndals Juniors: head and teachers sacked after Auld enquiry. Falling rolls force I.E.S.s to redeploy primary teachers.

Holland report on youth training calls for extra 131,000 training places for all under 16 who want them. Trainees to be paid £18 per week.

Great debate ends. Green Paper calls for review of curriculum, systems of assessment, consideration of leaving certificate and grouped 16 plus. Select committee fails to find evidence of falling standards but calls for national enquiry into maths teaching.

TES poll of teachers: most in favour of tests at 8, 11, 14; grammar schools; caning. 83 per cent pupils now in comprehensives. TUC calls for grants for all 10 plus students. Taylor report on school government calls for separate bodies for each school; equal representation of parents, teachers, community and I.E.S.; elected parent and pupil governors and training for governors. Italians rival British teachers as worst paid in Europe.

Advisory Council for Adult and Continuing Education starts: Richard Hoggart chairs. Framen on strike. A quarter of schools have outside toilets. Circular 15/77 sets out written information parents need on schools.

1978

AAM and AMA amalgamate in AMMA. Eleven-year-old Theresa Bennett sues Football Association in bid to play for her school team in Newark.

HMI 11 to 16 curriculum proposals (The Red Book) favour a common core. Youth Opportunities scheme launched. FR Leavis dies; Aldo Moro kidnapped and murdered; Trevor Phillips first black NUS president.

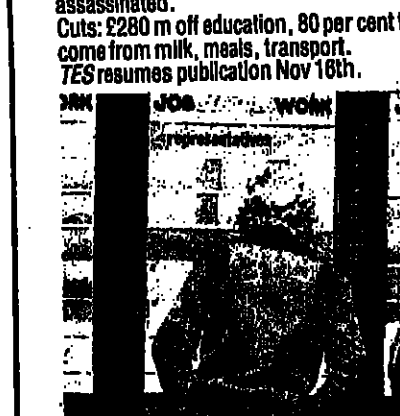
Warnock report on children with special educational needs. Kent study finds vouchers expensive, bureaucratic and disliked by teachers. Weddell report endorses 16 plus. First National Congress on Languages in Education.

BBC Shakespeare kicks off on TV. HMI national primary survey rejects back to basics approach but wants more application of three Rs, better science, higher expectations and teachers to develop special subject responsibilities. Times Newspapers suspends production.

1979

"Winter of discontent": many schools closed by ancillary workers' strikes. Rutter report 15,000 hours says schools do make a difference.

Rampton committee appointed. Oxfordshire publish schools' exam results. Conservatives win May general election: Mrs Thatcher Prime Minister; Mark Carleton Secretary of State. Shirley Williams loses her seat. Labour regains Tameside in simultaneous council elections. Budget cuts £300 million from local government. Universities told to cut intakes by 6 per cent. Mountbatten and Airey Neave assassinated. Cuts: £280 m off education, 80 per cent to come from milk, meals, transport. TES resumes publication Nov 18th.



MSC warns youth unemployment will double by 1981. HMI national secondary survey: excessive rote learning, lack of science, unbalanced options and too much emphasis on exams. ASE: *Alternatives for Science Education*.

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The gloom of youth

Ted Wragg, Exeter's professor of education and *TES* columnist, produced a characteristically pointed verdict on the disappointed hopes of those born at the peak of the postwar boom in 1964 and now coming of age.

One of the most depressing scenes in the last year has been the sight of large numbers of young unemployed people congregating, especially in the cities, with no sense of purpose. At one local high school last summer the head and I watched about a dozen 17 and 18-year-olds who had left the previous years, sitting under a tree on the edge of the school playing fields. They caused no trouble, perpetrated no acts of vandalism, demanded no facilities or attention. They were simply there. In the city another group sat around the shopping centre, or strolled aimlessly around shops coveting goods they could not afford. One or two, not especially criminal types, easily misled perhaps, would soon be in court for "nicking" products which advertisers had worked hard to make desirable to teenagers.

Anger about absence of "a proper job" is the single recurrent theme when one talks to today's unemployed teenagers. They see mere, and any time-serving programmes as a pathetic substitute for the real thing. I have one recurring nightmare. I am standing a field when a Martian emerges from a spacecraft clutching a device with a big red button in the middle. "Persuade me that there is intelligent life in your country or I shall press this button and obliterate humanity. How do you raise your youth?"

"We have 600,000 mainly dedicated teachers in schools, colleges and universities", I reply.

"Ah yes, but who is in charge of youth?" he demands. I name the dreaded half-back line. "Sir Keith Joseph, Rhodes Boyson and Norman Tebbit." He presses the button.

TES 19 February 1982

The Conservative government's answer to youth unemployment was the Youth Training Scheme, introduced by Mr Tebbit's 1981 White Paper. The *TES* noted the implications of the rise and rise of the MSC.

This (White Paper) makes no pretence to look at the 16-19 generation as a whole. This is a fundamental weakness. Nevertheless it has direct consequences for the colleges of further education.

TES 19 November 1982



1985: 200,000 under 18 unemployed

tion - an increase of some 100,000 in the number of equivalent students - and it is bound to increase enormously the potency of the cash-happy Manpower Services Commission in establishing the priorities of the colleges.

TES 18 December 1981

The *TES* was just as critical of the manner in which what eventually became TVEI was introduced:

The new chairman of the Manpower Services Commission, Mr David Young, has only had to wait a matter of six months before initiating a new imperialistic drive downwards into the secondary school. The Prime Minister and Mr Norman Tebbit have brushed the Department of Education and Science aside, once again, entrusting the planning, the direction and the finance of this major attempt to induce the secondary schools to offer a new set of vocational and technical options at around the age of 14, to Mr Young and his colleagues.

There must be acute dissatisfaction and anxiety about the way this initiative has been launched. There has been no consultation with the education service - none with the I.E.S.s, nor with the teachers, nor yet Her Majesty's Inspectorate.

TES 19 November 1982

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Primary specialists

BARRIE SAYWOOD

A document from the Standing Committee for the Education and Training of Teachers in the Public Sector (SCETT) entitled *Advancement in Primary Schools* (July 1985, Number 8) takes issue with those bodies such as CATE who wish to see a greater degree of subject specialism in primary teachers, and expresses alarm at demands for the inclusion of a larger element of subject specialism in initial training. The SCETT:

"believes that a broad understanding of the aims and principles of the curriculum of the primary school is more important than detailed factual knowledge derived from a narrow subject specialism".

This surely reveals SCETT's own narrow view of "subject specialism" and betrays a hostility to any deepening of study beyond what might be regarded as "professionally relevant": that which is immediately and self-evidently "relevant" to the needs of 7 to 11-year-olds. The notion of a subject specialism which results in the kind of utilitarian "detailed factual knowledge" SCETT fears, smacks more of the world of Mr Grandin and *Hard Times* than it does of most subject study of the 1980s.

On this showing, a body that professes a concern for "the education and training of teachers" has scant regard for their "education" but places the emphasis squarely upon "training". We surely desire all our teachers, whatever age-group they are training for, to be educated, and I would



confend that some subject specialism is one way of achieving this.

Entry to teacher training via the B Ed requires a minimum of five GCSE passes - preferably two A level passes and including O level maths and English. Many entrants exceed this requirement; equally, many achieve the bare minimum, often with not very distinguished grades. Thus, many primary teachers (and secondary teachers, of course) will certainly not have attained A level standard in a good many areas of the curriculum they will be required to teach - albeit at an appropriately reduced level.

Even more to the point is that many will not have attained even O level standard in general curriculum areas. The problem is more acute in some subjects than others. A colleague running a diploma course in mathematics, which he described as "just above O level" in standard, recorded an initial drop-out rate of 50 per cent, mainly because serving teachers could not meet the demands made upon them by the subject.

Appropriate technology

DAVID LENEY

The last thing an innovation needs is an élite of experts. Before you know where you are, a bemused and defensive staff are covering on the sidelines, while the trick-cyclists perform their inimitable feats - "It's easy! Look, no hands!"

In the case of craft, design and technology, the primary teacher may feel threatened on a number of further counts. To begin with, there's that ominous feeling that technological complexity is being thrust at us as a moral and economic duty, by people who wouldn't recognize the difference. "The export drive is going to matter far more than daffodils or dinosaurs, by the time this lot grow up!" Secondly, CDT remains a creature of somewhat dubious parentage, having been spawned by planners of the secondary curriculum. Couldn't they take a leaf out of our book, for a change? Anyway, we haven't got workshops or lathes. Even if we did have them, I'm not trained to use them.

Certainly, the case of CDT at primary level can be justified in terms of the broader curriculum. Rod Bosanko's article, "Primary Hot Shots" (*TES*, July 26), provided an elegant exposition of its potential. It assumes, of course, that one subscribes to an integrated curriculum. If co-opera-

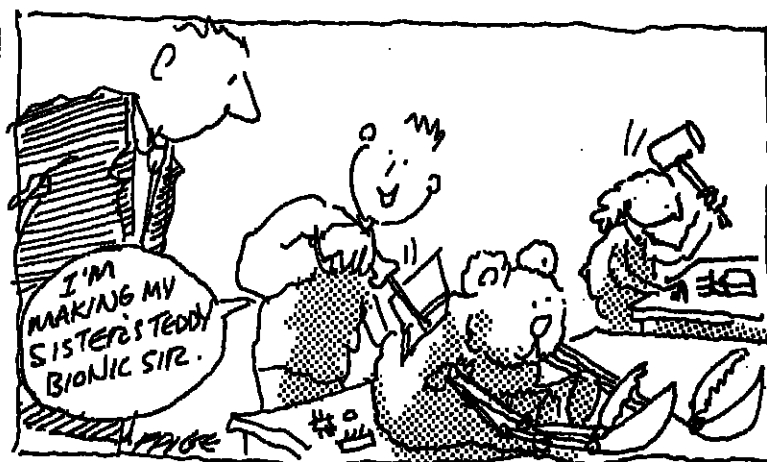
tion, problem-solving, planning practical application and evaluation are seen as the hub of the real learning process, then CDT has much to offer. But curricular justification is one thing; a sense of threat is another.

For me, the real value of the Bosanko lies in his insistence that CDT has less to do with mechanistic efficiency than with castles, colour, music and things growing. Above all, it's not the complexity of the materials that define success: it's their appropriateness. To take an example, most schools have an overhead projector. Scissors, glue, a little wire and some cellophane are all you need to experiment with some projected figures. Find a few paper clips, and the figures can be articulated. You won't do much for the export drive; but you will have created a new chance for fun.

Never mind if the results are not always a neat fulfilment of a design brief. I think of a rubber-band paddle-boat that thrashed its way erratically to the centre of the school pool. How splendidly it sank! Then there was the football figure who was meant to balance, in all his erect glory, on the point of a pencil. Something went wrong. He toppled, but did not fall. By a delightful leap of imagination, his maker transformed the graceless striker into a fearless keeper. Perhaps he is now in the boy's bedroom, still pivoting in endless pursuit of an unattainable ball.

The best examples of technology in the classroom are not cold artefacts; they are warm with the personality of their creators.

David Loney is deputy headteacher at Downing School, Ipswich.



In my English department every student enters with an A level in English (I gather we are more fortunate - or selective - than others in this respect). Their specialist knowledge, on entry, has consisted of the study of a handful of texts, resulting usually in an average C/D pass. Is SCETT suggesting that the education of our teachers should end here, or pass little beyond it? My own suspicion is that many of those in teacher education who call themselves educationists possess no subject specialism and so, making a virtue of necessity, seek to perpetuate the idea that it is irrelevant.

No doubt many of these same educationists have been supporting the concept of child-centred education for a couple of decades. Is this concept irrelevant after 11 years of age? SCETT jubilantly points to its continuation at secondary level when it refers to the introduction of the new curriculum for the 14 to 19s. One might expect some support, therefore, for the concept of a "student-centred" education which took cognizance of the needs of the whole student (post-19), and not just his or her professional requirements.

However, according to SCETT, intending primary teachers would prefer "teaching method, classroom observation and teaching practice" to any amount of "academic/specialist subjects", a view based on evidence from primary teachers in *The New Teacher in School* (HMSO 1981).

Experience with my own students contradicts this. In a college which has BEd and BA courses alongside a PGCE course, BEd students frequently compare themselves unfavourably with graduates on the PGCE course, who have had three years of "academic/specialist" education. The BEd is regarded, unreasonably perhaps, as a "Mickey Mouse degree" (to use the phrase of one of my BEd students) principally because many such degrees fail to offer anything like the specialized level of study most students see as the *sine qua non* of a

degree. Its absence can rob BEd graduates of confidence, academically and personally, and this doubtless affects their professional confidence. BEd students may possess "a broad understanding of the aims and principles of the curriculum of the primary school", but when was understanding the aims of anything a substitute for a knowledge of curriculum content? Understanding the principles of primary art, for example, is not going to provide one with much to actually teach.

The students with whom I have contact want to continue their education within specialized areas as well as on a broadly professional front. The two things are not irreconcilable; nevertheless, they see no reason why subject specialism should be "unduly constricted and constrained" (SCETT para. 3) by professional considerations. They desire the opportunity to pursue the study of at least one subject specialism of their choice to a level that might reasonably be regarded as a degree level within the framework of a BEd degree.

For my own part, as a teacher and teacher educator, of course I can see the "relevance" of a knowledge of appropriate children's literature for someone who will be teaching nine-year-olds. But my students are intelligent adults as well as intending teachers and deserve the opportunity to engage with literature written for adults. They may not be able to "teach" James Joyce or John Fowles to their nine-year-olds (which is the kind of crude "relevance" some educationists look for), but they are, I think, more assured and knowledgeable adults for having encountered such writers. And in proving themselves capable of study at an advanced "adult" level, I am convinced they become, whatever age-range they teach, the more assured teachers.

Barrie Saywood is head of English at West Midlands College of Higher Education.

Further choice

JOHN CLARKE

The tertiary system is being expanded, largely for reasons of financial expediency, the aim being to concentrate pupils and education in large, economically viable "sixth forms".

It pays scant regard, however, to those students who, in the past, have sought out an alternative to school in which to pursue A level studies. Increasing numbers, having completed their O level studies in the secondary system, have opted to study for A levels in colleges of further education.

My research underlines the importance of retaining this element of choice. I looked at comparable groups of students pursuing A level studies in both further education and sixth form colleges, all 356 of whom had had the opportunity to choose in which type of institution they should study.

Although both groups were of equal measured ability, the further education students had performed less well at O level. However, their performance did not appear to be strongly related to their intellectual ability but rather to differences in their personal disposition which seemed to exert an influence some four times more powerful than that of their intellectual ability.

Conversely, the intellectual ability of the sixth form college students assumed the importance traditionally ascribed to it, its influence being some three times more powerful than that of their disposition in determining success at this level.

An examination of both groups' A level performance revealed a similar bias in the influencing factors.

This not only indicates that there are sharp contrasts in the factors influencing students' learning, but also suggests that these differences may be reflected in the nature of the interaction between students and their learning environment.

Among those pupils for whom intellectual ability plays a major role in determining their performance would appear to be those who, given a choice, prefer to remain within the secondary school system. They are more conforming and amenable to direction both in their academic work and in



their behaviour.

They seem to fit the expectations of teachers who emphasise academic excellence and the ethos of the school in general. With few exceptions they fulfil at A level the academic expectations suggested by their performance at O level.

By contrast the group of pupils whose dispositional characteristics are considerably more powerful in determining their academic success, do not do so well in their GCE O level studies because of an apparent mismatch between them and their learning environment. Generally speaking they are conforming and rebel against the school ethos and often feel they are perceived by their teachers as being less academically able.

When they are given the opportunity, many opt to leave school and pursue their full-time A level studies in colleges of further education because they believe these will offer a less restricted environment. Their A level results indicate an improvement in their performance beyond that expected from their O level results.

The implications of these findings suggest that more consideration should be given by the policymakers to the relationship between pupils and students and their learning environments.

The expansion of the tertiary system provides at best a compromise which does not fully satisfy the needs of either group. Some pupils would benefit from a choice of educational environment, probably as early as 14, to ensure they reach their full potential.

John Clarke is senior lecturer at the Portsmouth Polytechnic School of Educational Studies.

degree. Its absence can rob BEd graduates of confidence, academically and personally, and this doubtless affects their professional confidence. BEd students may possess "a broad understanding of the aims and principles of the curriculum of the primary school", but when was understanding the aims of anything a substitute for a knowledge of curriculum content? Understanding the principles of primary art, for example, is not going to provide one with much to actually teach.

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Barrie Saywood is head of English at West Midlands College of Higher Education.

Two further factors also seem to have been important. Psychologists laid great stress upon early experience as a determinant of later development, leading to an inevitable concentration upon the family to the neglect of the school. Within the sociological research community also, there was a widespread assumption encouraged by neo-Marxists like Bowles and Gintis that schools were tied towards the inevitable reproduction of capitalism as in the so-called "correspondence principle".

In America, however, the effective schools movement was already under way by the mid 1970s. In Britain it was only in the late 1970s, with the publication of the Rutter Study *Fifteen Thousand Hours* and some of our work from South Wales that any comparable British momentum began. Yet the controversy and criticisms of this early British research still shows the doubts and uncertainties that have beset the field, which later work, such as that from the Scottish Education Data Archive, the Research and Statistics Division of the ILEA and from Sheffield, has failed as yet to resolve.

What have we learnt from the research so far - and more importantly - what things remain to be discovered? We know, firstly, that individual schools have effects on academic development, amounting probably to one-and-a-half O level or CSE passes in some of the Sheffield work. Schools have effects too on some of the non-academic outcomes of schooling, such as on delinquency rates, levels of attendance and employment prospects - in recent ILEA work on junior schools, the most effective schools had pupils absent 7.5 days fewer per year than expected; the least effective school had an absence rate 7 days worse than predicted.

We know also - from the British and the American work - that the formal organization of the school in its academic and pastoral areas, the size of schools, whether they are split site, class sizes, pupil-teacher ratios and expenditure per head do not seem to be the master keys to greater effectiveness. This seems to be found in the "culture", the ethos or the hidden, informal world of the school - that part of the school which it is most difficult to look at and most difficult to change.

The effective school seems to have teachers with high expectations, good headteacher/teacher relations, a high academic emphasis. It emphasizes rewards for good behaviour rather than punishment for bad, involves pupils in school life and has a consistency of approach in dealing with pupils' needs. It is not weakly permissive - this would simply generate uncontrolled pupils unsure of their identity. It is also not harshly authoritarian - this would also produce uncontrolled pupils because they would reject any school-imposed control or order. It has a

The effective school

David Reynolds asks why so little research has been done into the factors which make some schools so much better than others



form of balanced control.

These limited certainties must be set against the uncertainty that still exists about much else in this newly emerging field. Virtually all the British work and much of the American has been done on secondary schools - we have as yet not a clue about what mix of people and policies makes up an effective primary school.

Second, we do not yet know what actually generates the factors within a school - like high levels of pupil involvement - that make it effective or ineffective. A school's history may have something to do with it - being successful gets the school a reputation, and perhaps attracts good staff and a more favourable intake of pupils.

Most important of all, it is highly likely that the key to what makes some schools "good" is their headteachers, yet this is an area where few British researchers have dared to tread. Fearing local political and union opposition, both the major British studies of school effectiveness have no data whatsoever on the quality of the leadership generated by the head, in marked contrast to the situation in America where "the effective school principal" had been an obsessional interest for at least a decade. Whilst the British "good head" is likely to be the goal-setter, enabler and mixture of Attila the Hun and Jesus Christ that typifies his or her "good" American counterpart, the fact that we have no distinct British evidence is a major embarrassment.

There are not the only problems. We have some British work on what makes a good school in academic terms - but much less on what generates good social results. In fact, some studies have found it virtually impossible to find out what it is about some schools that produces a good level of attendance, a low delinquency rate or a group of pupils with positive self-esteem.

There are also hints that some schools do particularly well for low-ability pupils but not for high-ability pupils - what those schools are like at present unclear. Since they may be authentic positive discrimination in action or true working-class comprehensives, we need to find out how they manage to excel.

Perhaps the major problem, though, is that although we have only a limited idea of what makes a good school, we have as yet no idea at all how we make schools good. Some schools clearly have the potential, the willingness and the ability to change, whereas others seem to stay locked

'The effective school seems to have teachers with high expectations, good relations and a high academic emphasis . . .'

forever in a cycle whereby failure generates the teacher and pupil relations and reactions that ensure continued failure.

In the past, it was relatively easy to get at the schools that would not change - one simply waited for the arrival of a new headteacher who by changing methods and bringing in new personnel could potentially turn the school around. Nowadays, because of the swathe cut by premature retirement, very few heads are leaving. Improving schools by changing the teaching staff is also clearly inappropriate at a time of staff cut-backs.

How one reaches the poor school without any personnel change is clearly the vital issue of the 1980s. Top-down solutions of the 1960s clearly do not work - for insecure teaching staffs, outside pressure is likely to only generate personal barriers to change. Clearly poor schools must be partners in attempted change; they must in part "own" the attempt. Yet exactly how outsiders and teachers work in partnership or alliance without the existence of any ground rules is unclear. To find means of ensuring that schools actually change is clearly a major undertaking which has yet to be embarked upon.

The situation in America could not be more different. There, the effective schools bandwagon is rolling with great, perhaps excessive, speed. There have been numerous research projects, a favourable educational research climate and willingness within the educational system itself to discuss the existence of good and bad schools, and good and bad teachers.

Since many states and districts have been evaluating their schools by means of blanket testing vast numbers of pupils and schools, huge quantities of data already exist for researchers to analyse. America also has a large number of projects of planned school change to draw on - the rapid turnover and limited tenure of school

principals is everywhere generating natural experiments in school change that can be studied.

Some of the enthusiasm of the American movement may be worrying - there is an absence of any philosophical discussion of what schools ought to be doing and an uncritical acceptance of high achievement test scores as the educational system's only goal. There is also a kind of "gung-ho" adolescent *macho* quality about some of the American projects to change schools, and some of the recommendations of researchers about what to change have a simple, cook-book philosophy which assumes that four or five policy ingredients mixed together will somehow work in all school situations.

Some of the leaders of the movement also have a messianic certainty about what should be done to schools and to children which - in its reluctance to admit to any doubts - is frankly worrying. Nevertheless, in America the effective schools researchers are actually a movement in movement.

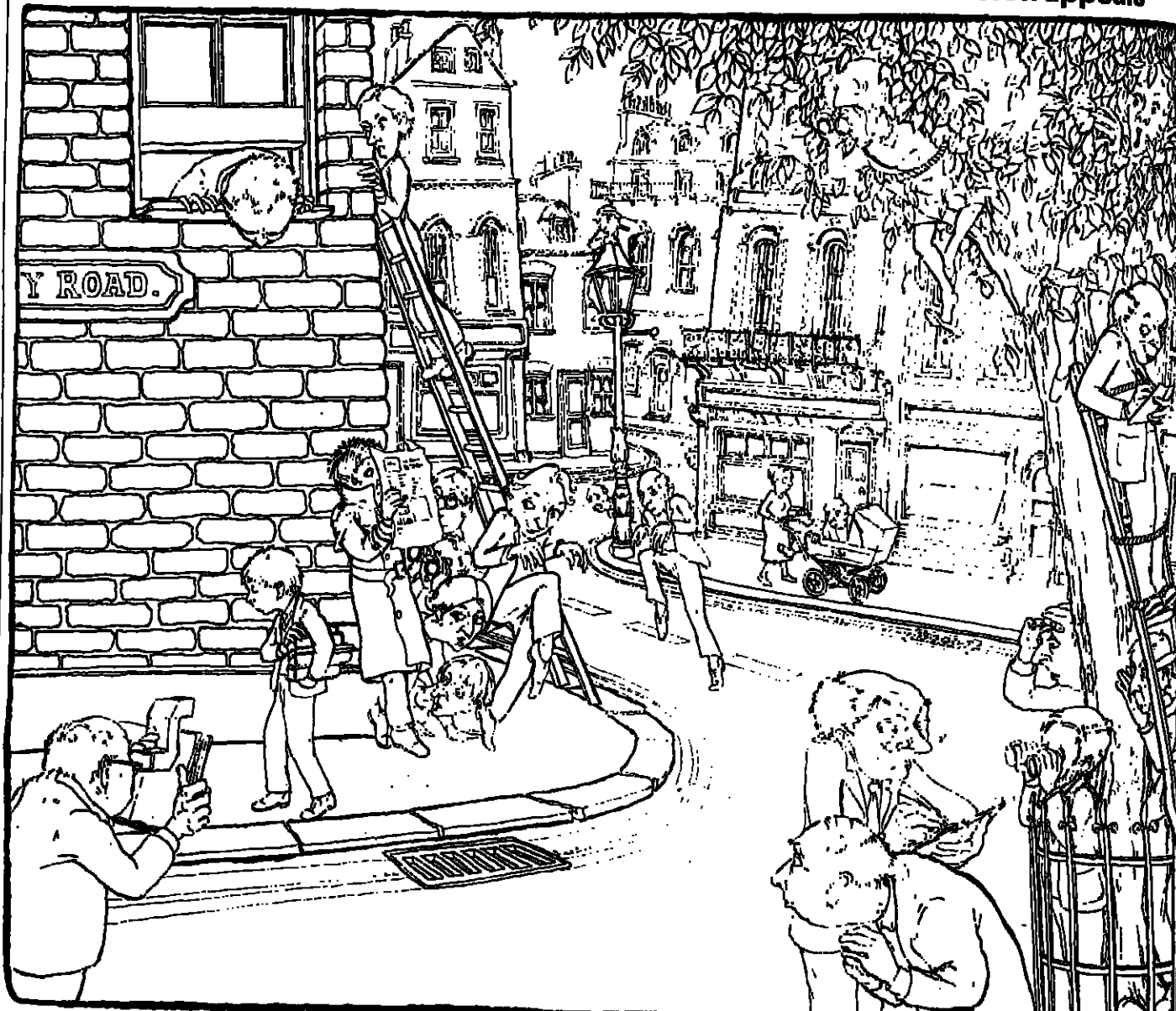
In Britain, by contrast, much is expected by the public and by politicians from research into what makes effective schools, yet the number of researchers in the field is still only twice the 10 that started out over a decade ago. While most educational books and research accounts now accept that schools may make a difference to their pupils, much more effort within educational research still goes into calculating the relationship between indoor toilets and reading ability than goes into calculating schools' effects on pupils.

Parents are clearly everywhere judging what makes "good" and "bad" schools - the Inspectorate in their published reports and their school inspections are doing likewise. At street level, there is widespread acceptance of the existence of effective and ineffective schools and teachers, a concern with the quality of education that the Left has strangely allowed Keith Joseph and the new Right to colonize and make its own. In all this heated public debate, there is clearly the need for the still small voice of academic evidence. At the moment, researchers seem to be searching for exactly what to say and the field itself is a long list of questions in search of answers.

David Reynolds is a lecturer in education at University College, Cardiff. His book, *Studying School Effectiveness*, was published by Falmer Press in July.

A case for more investigation?

David Bull looks at local ombudsmen's verdicts on school admission appeals



Now that the fourth summer of school admission appeals set up under the 1980 Education Act has ended, it is clear that many local education authorities and their education appeal committees have yet to receive many of the messages about good practice contained in the reports of local commissioners of administration (or "ombudsmen").

In the first three years of admission appeals (1982-84), local ombudsmen received 175 complaints about them. Although most of the files on these were quickly closed (often because complainants somehow obtained their preferred school after all), formal reports have been issued on 40 complaints.

That may not seem a huge figure - 26,000 admission appeals were heard during those three years - yet many of the important findings of these reports are being neglected.

Those that relate to the biased membership of appeals committees; the dubious use of evidence; and inadequate communication of decisions are familiar fare for students of appeals procedures generally. But there are two special issues in respect of school admissions: how should the filling of vacancies be shared between the local authority's normal allocation team and its appeal committees; and can the appeal process operate without breaching a principle of "natural justice"?

Authorities have to decide whether to create "pools" of vacancies - perhaps one for late arrivals to the area; perhaps another for those who appeal. And how, then, should such "planned" vacancies and any "casual" vacancies - created, for instance, by parents who reject offers or leave the area - be allocated. Should the original allocation team remain in business throughout the summer; or should it hand over to the appeal committees?

Local ombudsmen have been troubled by planned pools. In a report on Bexley, the London commissioner cautiously concluded that "the 'genuineness' of a right of appeal is inevitably restricted if a school has been filled to its admission limit, but it is by no means completely removed".

But can appeal committees be expected to

'A right of appeal is restricted if the school has been filled to its admission limits'

maintain these pools and, if so, for how long? A Somerset committee, which refused an appeal from a native for a place reserved for possible newcomers, was found guilty of maladministration by the ombudsman, while a newcomer to Durham complained that the pool for late arrivals, which had been created in February, had been drained by the time he arrived in September.

And what are the rights of those parents who fail on appeal: are they eligible for any vacancies that remain at the end of the appeal process or which arise subsequently? This riddle arises from the fact that an appeal's decision is statutorily "binding" on the local authority which raises the question of whether, if an appeal is turned down, the authority is then prevented from awarding the rejected parent a place at the coveted school.

Some think not; for instance, Bexley's appeal

committees have created reserve lists of "recommendations" for subsequent allocation, while a Hounslow appeal committee wrote to an unsuccessful couple, indicating that it had asked the authority to give them "sympathetic consideration" for any late vacancy.

Other l.e.s.s.s have been worried, though, by the implications of a "binding" decision, although Dorset has now been advised, by the Department of Education and Science, that an appeal committee's upholding of the authority's decision not to

offer a place at a school "cannot fetter" the authority's subsequent discretion to do so "if they consider it appropriate".

The second dilemma for appeals committees concerns a principle of "natural justice": should they take into account evidence which an appellant has not had an opportunity to hear, question and refute?

It arises in several ways, notably when appeal committees defer their decisions until they have heard several - perhaps all - appeals for a

particular school and when committees may be asked to receive confidential information about another competing parent or two.

The former practice is contrary to the accepted procedure of appeal tribunals, which can merely be expected to decide each case "on its merits". Yet it has been encouraged in the code of practice produced by the local authority associations.

Even so, the northern commissioner has had questioned it, on grounds of "natural justice", rare position for a local ombudsman to do

This commissioner hoped that the principle might "command attention" elsewhere, but he has subsequently dropped it amid silence from his colleagues.

The principle has not been publicly raised at all in cases where appellants complain that certain other children are less deserving than their own of a place at their preferred school. Some allege that a child allocated such a place does not really live where the parents claim.

In a report on South Tyneside, the commissioner recorded, in detail, how the accused parents had accounted - both to officers and at an appeal hearing - for their children's staying, during the week, with relatives in a coveted catchment area. It is not clear whether it was happenstance or surveillance that enabled an officer to spot a child leaving the relative's home for school.

Whatever its origins, the commissioner was content to accept the officers' evidence. But in neighbouring Cleveland, the ombudsman's investigators went much further: they interviewed a successful parent who had no intention of moving his child to his accommodation address.

If a local ombudsman can report candidly to a complainant on the fraudulent behaviour of an identifiable competitor, what should be the limits on the investigation and reporting of peers' circumstances? How, for instance, would they report back on a competitor's medical problems?

Ombudsmen could do more to identify bad practice and to promote best practice. For a start, they need to refer more to each other's findings (even cross-referencing to their own earlier reports would be an advance). And if major principles are to be floated then dropped, our ombudsmen should explain why. An accountable grievance mechanism should be co-ordinating, explaining and broadcasting its activities.

My other conclusion is more positive: the local ombudsmen have demonstrated in this area how useful their investigative powers can be. Appeal bodies, in contrast, are not expected to examine records or to interview administrators - let alone to check out competitors. Appeals committees that venture into any of these territories face a clash between the demands of "natural justice" and those of confidentiality. One solution would

'What should be the limits on the investigation of other children's circumstances?'

be to have special investigators reporting, in the anonymous format of commissioners' reports, to committees and parents.

In short, the ombudsmen's reports suggest how a further dimension needs to be added to decisions about school admissions: the 1980 Act's mix of political, administrative and adjudicative decision-making has several shortcomings; some of these could be overcome by strengthening the investigative dimension.

David Bull is a senior lecturer in Social Administration in the University of Bristol. This article is based on his account of local ombudsmen as appeal monitors, published in the current special "Education Appeals" edition of the Journal of Social Welfare Law.

Opening the black box

Myths about the performance of Asians neglect the part schools play in promoting underachievement, argues Krutika Tanna.

IN spite of its five years of deliberations, the Swann Committee seems to have obscured rather than clarified the whole question of the different levels of achievement of students from different ethnic backgrounds.

As Bhikhu Parekh pointed out (TES, March 22) that is partly because the Committee asked the wrong question. But the inquiry also seems to have failed to analyse properly the results of its own research.

In the process, Lord Swann and his colleagues have conferred respectability on the claim that the achievement levels of Asians are "generally on a par with that of indigenous white children", an assertion with important political and educational implications.

First, it challenges the view that racism in the educational system does not intrude on the educational performance of ethnic minority students. Second, it helps sustain the view that the source of any educational problems experienced by these students can be found, first and foremost, in their cultural backgrounds.

One of the main pieces of research the Committee used to assess the achievements of Asian pupils, was the School Leavers' Surveys carried out for it by the DES. An ethnic origin question was included in surveys of six inner city areas in 1978/9 and in five of these areas in 1981/2. School-leavers' examination qualifications and their immediate destinations, which are highly related to these qualifications, were used as measures of academic achievement.

From Table 1 we may note three things:

- With regard to higher graded O levels and CSEs, Asians seem to be achieving almost as well as the total school-leavers in these local authorities - though not as well as all school-leavers in England.
- With A levels the Asians tend to be doing slightly better than the total leavers in these inner cities, though again not as well as the total school-leavers in England.
- In terms of those going on to University, the Asians seem to be doing as well as most other leavers.

Table 2
Age of school leavers from maintained secondary schools

	Asians	West Indians	All other leavers	Total school-leavers 6 l.e.s.s	All maintained school-leavers in England
	78/9 81/2	78/9 81/2	78/9 81/2	78/9 81/2	78/9 81/2
Age on 31 August	%	%	%	%	%
16	44 60	68 82	72 87	70 84	75 71
17	27 26	24 27	12 18	15 18	10 12
18	20 18	6 9	14 16	13 16	14 16
18+	9 7	1 3	2 2	2 3	2 2

What is also obvious from Table 1, of course, is the worse performance of the Afro-Caribbean students on each of these three criteria.

Several studies have demonstrated Asian stu-

dents' persistence and determination to gain academic qualifications. They will continue in sixth-forms or further education colleges until their late teens, striving for basic qualifications. The Swann Report does not acknowledge this evidence and no effort is made to assess the age of the student or the times these exams were attempted.

The report, however, does provide some information on the age of all school-leavers from maintained secondary schools (Table 2).

In both surveys, as Table 2 shows, at age 15, Asians tend to have the lowest school-leaver rate, compared to any of the other groups. However, a greater percentage of the Asians are leaving

school aged 17 and 18 plus than any other group - in fact 29 per cent in 1978/9 and 25 per cent in 1981/2, compared to the national average 16 per cent and 17 per cent respectively.

It is obvious from this that the Asians are keen to obtain academic qualifications - though it is not clear whether they are, in fact, achieving them. For although a greater proportion of them are staying on longer in the education system than any other group, their academic qualifications are not significantly better (Table 1).

The education system could be said to be failing these students by not equipping them with the right qualifications at the right age. Ironically, their persistence and determination is manipulated and used against them when an Asian boy or girl who has obtained five O levels at the second or third attempt and at the age of 18, is seen to be achieving on a par with an indigenous student, who obtained them at 16.

Simply assessing students on the basis of academic qualifications treats education as a kind of black box in which the school processes operating are completely neglected. In the case of Asian students this means ignoring the greater investment of their time in order to obtain basic qualifications, and its implications for what they will be eligible to do afterwards, especially on apprenticeships and the Youth Training Schemes with upper age limits.

The Swann Report reinforces the myth of high achievement levels amongst Asian students, and by denying the problems it removes the responsibility of the state and the education system to take any corrective action.

After demonstrating apparently high achievement levels amongst the Asian community, the committee then went on to try to explain Afro-Caribbean underachievement. While both groups face racial discrimination in society and are economically deprived, the apparent differences in their achievement levels enabled Swann to state: "... the reasons for the very different school performances of Asians and West Indians seem likely to lie deep within their respective cultures".

Thus again, by placing the onus for their children's underachievement on the Afro-Caribbean community, Swann removes the responsibility from the education system. This may provide great comfort to those teachers and educationists who refuse to concede the fact that they are failing to provide equality of opportunity to all students, regardless of ethnic origin. It does not, however, assuage the anxieties of the black communities who believe that the commitment to *Education For All* is more rhetoric than reality.

Krutika Tanna is a postgraduate student at the Centre for Research in Ethnic Relations, Warwick.



Exit CEE stage left

Hybrid 17 plus courses get the thumbs down, Hilary Radnor reports

When the Joint Board for Pre-Vocational Education set out to pilot the Certificate of Pre-Vocational Education (CPVE) in 1984/85 it agreed to allow a number of schools and sixth form colleges to plan a course based on a programme of Certificate of Extended Education (CEE) courses. Six of the centres agreed to take part in a research study funded by The Southern Regional Examinations Board and based at Sussex University.

All six began the pilot year confident that the combination of CEE and CPVE would be an ideal match. By the end of the year, however, their feelings had changed dramatically and for 1985/86 submissions to the Joint Board they have relegated CEEs to additional studies.

The three sixth form colleges and three comprehensive schools had well-established CEE courses. Seen as the next best thing to O level, they were popular with students and parents, and teachers had invested considerable time and energy in developing them.

Although not favoured by the DES, the examination was recognized locally and had

currency with employers. In comparison, CPVE was an unproven shot in the dark. Information was slow to reach schools and the time given by the Joint Board to submit schemes for accreditation was considered rather short. Teachers were worried about selling it to parents who feared its lack of acceptance by employers and wondered if it would enable their children to go on to further education.

Schools implementing CPVE were not given additional financial help in the way granted to TVEI schemes. A CPVE based on CEEs was economical in staffing and resources. Also CEEs, because of their single subject emphasis could be timetabled within the structure existing for A level and one-year O level courses.

So with courses that could cover the curriculum, a pool of available teachers, slots on the timetable and CEE resources available to re-channel towards CPVE it seemed a viable proposition. What was to make it a CPVE course as opposed to simply a specific group of CEEs was the CPVE co-ordinator who was to:

□ run regular team meetings of CPVE staff;

- monitor students' progress;
- assist staff to understand CPVE;
- co-ordinate the profiling and assessment necessary for CPVE;
- make sure the students had work experience;
- keep up to date with CPVE developments.

As the course proceeded and teachers' understanding of the aims of CPVE developed, they began to see many things they would like to do that would be of value to the students within the CPVE framework but were not possible because of the structure and the constraints of the CEE.

The organization of the CPVE/CEE combination made it difficult to put into practice important CPVE elements such as integration and team teaching negotiated learning and learning by experience. The CEE naturally apportions teachers into subject areas and in 5 out of 6 centres this meant one teacher for one group in each subject. Unless there was a positive move away from subjects timetabled in slots, integration would clearly only take place if individual teachers were prepared to set up inter-subject projects as one centre did, though this meant

reducing their CEE commitment to two subjects and having two teachers for each session. The number of CEEs being taught in the other centres averaged four.

The need to cover the CEE syllabus prevented students from developing the skills and concepts the CPVE criteria in the way that they chose. Teachers realized that alternatives to direct teaching methods would be more suitable than one science teacher stated, "I tried various methods but came back to exposition because I needed to get through a CEE and was frightened wouldn't get through the course otherwise".

In English and Humanities oral work is curtailed because of the need to complete work assignments for assessment.

From the students' point of view initially seemed more important to achieve good grades the CEEs than to gain a CPVE certificate as the CPVE aspect of the course higher to CPVE elements outside the subject based to sons. As the year went by however they realized how much more they learnt from the experience offered them in work placements, residential

weeks and on group community projects. They began to resent the amount of work they were expected to do to complete their CEEs.

The teachers found themselves in conflict between being true to the philosophy of CPVE and doing all they could to ensure the students completed their CEE courses. The majority of teachers involved in the research study now believe that the CPVE/CEE combination is not a successful one, though they see their involvement in it as worthwhile. As one teacher put it, "The baptism of fire has proved an effective tutor". The teachers now feel themselves considerably in advance in their understanding of the issues and of the organizational and teaching changes required for CPVE.

Many of their problems are similar to those of other teachers implementing CPVE without incorporating CEE. An integrated, skill-based course makes demands that cannot be successfully met within traditional single subjects.

Review

Accident and opportunism

Brian Alderson on Penguin's early experiments and heroic failures

Penguin books – one of the most civilizing creations of the 20th century – was sired by Opportunism upon Happy Accident. As a Great Publishing Idea the sixpenny paperback was regarded by most people in 1935 (especially most publishers) as either economically subversive, or economically impossible, or, illogically, both at the same time. And when – courtesy of Martin's Bank – the enterprise actually got under way, much of the early business had to be conducted from the crypt of Holy Trinity Church in the Euston Road. (Members of the staff were given an allowance of a penny a day to use the public lavatories in Great Portland Street Station.) It is a sobering thought that if the bank manager had been like some who are around today, or if the too-less workers in the crypt had been members of a trade union, the prophets of doom would all have been right.

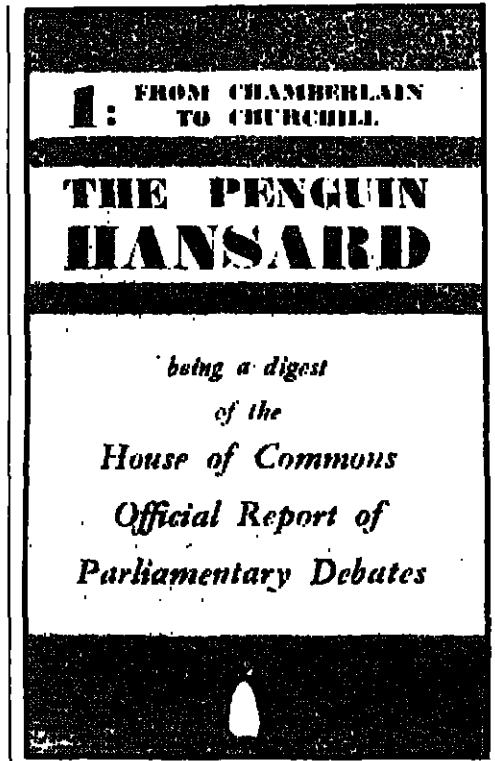
Opportunism and good fortune were a feature of Penguin's early editorial activity as well. If you look at the historic 10 titles that were published on July 30, 1935, you don't get the impression of a cultural revolution in the making: one masterpiece (*A Farewell to Arms*), one drawing-room classic (*Gone with the Wind*), two crime stories, a Romantic biography and an otiose autobiography, and four presentable novels of the Day. They had been assembled in haphazard fashion, but they did make an ideal base for business expansion. And who had more ambitious cultural aims than that? (You can read the 10 titles en bloc if you're lucky. Penguin have had the bright idea of publishing them as a boxed set, with celebratory folder, at £14.95; but only 7,000 have been printed and the thing looks like soon being as rare as the original editions.)

It was probably the runaway success of the early publishing programme – the vindication of the idea that Good Books Can Be Sold For Sixpence – that engendered the thought that something truly distinctive could be made of Penguins. The decision to start publishing serious non-fiction was a first step (Pelican Nos 1 and 2; Shaw's *Intelligent Woman's Guide* came out in

May 1937). The timeliness that led to such large sales for the "Specials" was second (*Germany Puts the Clock Back* appeared in November 1937). Here indeed was the fruitful conjunction of a national mood and a man with the wit to respond to it, and it could be argued, the whole future triumph of "Penguin" as a cultural hallmark was a natural outcome of the perceptions that developed during those few formative years before the Second World War.

Jack Morpurgo, in his score-settling biography of Allen Lane, *King Penguin* (Hutchinson, 1979) also accounts for the triumph by citing a policy which he calls "blanket bombing". According to this, if you publish enough books on enough subjects then you are bound to be ready to exploit any unforeseen shifts in the market that may occur. (The instance that he gives is that of the Penguin archaeology series, edited by Agatha Christie's husband, Max Mallowan. The presence of this little conglomerate enabled the company to move swiftly and cash in handsomely when *Animal, Vegetable or Mineral?* became a television hit. He might also have mentioned the Penguin Orwell, which made sales of such a size after another television production that Penguin chose "1984" for a telephone number when they had a new line installed at Harmondsworth.) Such rewarding moments have an air of the fortuitous about them which sets them apart from the success of deeply cogitated projects like "The Buildings of England" or "The Pelican History of Art".

What Morpurgo and other Penguin commentators tend to slide over, however, are the interesting failures – the bombs that fizzled out – the sectors of the Great Advance where bright ideas came to nothing, perhaps because the action suddenly moved to a different part of the front, or because some quartermaster-sergeant failed in his calculations. For, as everybody insists, the quality that really gave Penguin its original character was one of enthusiastic amateurism, and this characteristic is often more apparent in the goods that didn't sell than in those that did.



The war-time Hansard printed almost as events occurred; a six-volume compilation so full of insights into Parliamentary debate as to almost deserve reprinting today.

Among my own favourites among these heroic failures are the Penguin Illustrated Classics that appeared in a batch of 10 in 1938. This series had at least two potential winners in it: a selected Browning, illustrated by Ian MacNab, which was probably ahead of its time, and a *Sentimental Journey*, illustrated by Gwen Raverat, which could have been a sixpenny inspiration in the Folio Society. The editing of the books was in the hands of Robert Gibbings, of Golden Cockerel fame, and the series bears witness to Penguin's early solicitude for wood-engravers. Much good work appeared in the "magazine" volumes of *Penguin Parade*, which began in 1937, and there are various now-forgotten experiments in the standard series, such as Clare Leighton's *Selborne* (1941) and Gibbings's own *Blue Angels and Whales* (1938).

Penguin's commitment from the start to good, unobtrusive book production is also reflected in various experiments that were made in books about art and design. Some of these, like the "Modern Painters", which began publication, extraordinarily, in 1944 with Grisogon's *Henry Moore*, could probably be regarded as prestige enterprises which justified themselves as examples of Penguin's character if not as big money-spinners. (And, incidentally, whatever happens to Penguin Prints?) But alongside these, there were odd, unclassifiable ventures which, like Browning, were ahead of their time. But Tubbs's propagandist books on the architecture, for instance, or the curious square format "Things We See" series may well have been among the influences that led to a "Contemporary" vogue of the Fifties. Certain examples of the presentation of facts in book they set standards of clarity from which design could learn something now. (See the student judges in *The TES Information Book* *Amor pastim*.) They show too how authors, or editors, with a flair for their subject have the ability to get through to their readers where pure planimetry, not the failure of much of the later "Puffin Project" series stems at least in part from the fact that it was organized by a committee, many of whom did not appear to know much about ways of presenting facts through different media.

Indeed, the whizz kids of the Sixties, for nothing of those today, would have done well look carefully at the great series of Puffin Plus Books that also had its inception in the far early years. Both these and the Puffin St. Books set standards which it took the public trade a quarter of a century to catch up with, although, oddly, Penguin never in those years mastered the field of imaginative picture books for children. Almost unknown now (and, as second-hand booksellers say, "very scarce") is the Baby Puffins and the Porpoise Books of 1940s – these last, all four of them, edited by genius Grace Hogarth.

As Penguin came to flourish the arrival, committees, demarcated departments, market ions, etc. all contributed to a new kind of industrialized publishing very different from the heady free-for-all of the early years. If you compare the chaste, elegant survey of 40 years, *The Penguin Story*, published in 1984, with the wild, fecund, blowsy *World of Penguin*, a publisher's complete catalogue that appeared a year you can see the difference most clearly. It is longer is there a generic distinctiveness. May Penguin might now have leapt from any publisher's ego. No longer is there a sense of dedicated amateurishness that was Penguin's strength as well as its weakness.

On the other hand, though, within, a perhaps because of, the welter of activity then still room for experiment, and a willingness to so. Blanket may have turned to saturation bombing but it still serves a creative purpose. It is unexpected may turn up in long-established sets (the continuously imaginative choices from a now-republished "Classics" series) or it may figure in new departures (the potential of the "Livers Letters" series). But with a total of 1,200 titles being published in 1984, and turnover roaring along at over £49m, the experiment failures and the extent to which they are hard will never be so apparent again.

Fifty years on Parnassus

Adrian Barlow laments the passing of the golden age of Penguin poetry

There can hardly be a teacher in Britain today for whom "Penguin" is not synonymous with "paperback", nor any school where Penguins, Puffins and Pelicans are not to be found on classroom and staffroom shelves.

Penguin – who made the idea of cheap, indeed disposable, literature respectable – have become part of the British literary tradition, and today consciously embody that tradition. Current stock lists (notably their recent catalogue *Books for Secondary Schools*) focus on the Penguin Classics series – about to be revised – and the Penguin English Library, fast being expanded. The fiction list looks healthy. *Granta*, the Penguin Quarterly of new writing, has also been winning golden opinions.

Is it churlish, therefore, to offer only half-hearted birthday greetings to an admirable British institution in apparently good health? Sadly, there is one area of Penguin's publishing – poetry – which seems to be ailing rather badly. Yet there was a quite recent time when Penguin Poetry was in every respect A Good Thing. It's not that Penguin have stopped publishing poetry. Anthologies on topics as diverse as Scottish and homosexual verse continue to appear, and there is a weighty respectability about the *Poetical*

Works of Robert Browning in two volumes for £20. But what has largely disappeared is the commitment to modern poetry.

At a time when Arts Council cuts are curtailing both mainstream and little press publishing, Penguin too are producing far less new and overseas writing than they were 20 years ago. Where in their list now are Yevtushenko, Prévert, Quasimodo and Miroslav Holub, whose work (thanks largely to *Penguin Modern European Poets*) had such appeal in the 1960s? Where is the commitment to new and established writers represented by that splendid, if uneven, series of *Penguin Modern Poets*? Of the 27 volumes that appeared between 1962 and 1979, only two are still in print: Ormond/Humphreys/Tripp (volume 27) and *The Mersey Sound* (volume 10) probably the biggest-selling Penguin poetry book of all. These volumes (sometimes quirky, often illuminating in their juxtaposition of three poets at a time) were remarkable value: at a time when paperback slim volumes were 10s. or more, *Penguin Modern Poets* were 2s.6d. each. There is no equivalent series today anywhere: no doubt the economics of publishing poetry have made it impossible.

The 1960s were certainly the golden age of



Penguin Poetry. One has only to look at the anthologies that appeared from 1962 onwards. Kenneth Allott's introduction to *Contemporary Verse 1918-1960* surveys 20th-century writing with unerring judgement. And Robin Skelton's *Poetry of the Thirties* has not been superseded as a model of what a critical anthology should be. Most influential of all was Alvarez's *The New Poetry* (1962). This volume, with its attack on the "gentility principle" evident in so much of the

1950s Movement poetry, identified Ted Hughes as the writer most likely to lead English verse in a new, more vigorous direction. By 1970, as Edward Lucie-Smith's *British Poetry Since 1945* appeared, Alvarez's dogmas had become a received doctrine in many quarters. Not quite so, however: Patrick Cosgrave (in the *Specimen*) claimed Alvarez had "misdiagnosed the disease". This disease is common to Britain and America and the virus carriers were Pound and Eliot. The Counter Reformation against Modernism was under way.

Lucie-Smith's own diagnosis was that poets and critics had by then made the "poetic adjustment to the fact that the modern world is here to stay." However, when Penguin published *Imagist Poetry* (1972), a source-book of Modernism, *The Times Literary Supplement* gave it a front-page review only to launch a blooded attack on the "Kingdom of Eliot" as on the claims of Modernism to have been a revitalizing force in British poetry. This argument was then restated – more politely and persuasively – in Donald Davie's *Thomas Hardy and British Poetry* (RKP1973).

So, after Modernism what? It was to be some time before Penguin risked another state-of-the-nation anthology. In 1982 Blake Morrison's *Andrew Motion* edited *The Penguin Book of Contemporary British Verse*. In many ways it was a worthwhile book: of the 20 poets represented, only one had previously appeared in *Penguin Modern Poets*, so a reappraisal was certainly overdue.

Among the new generation, the editors collected "a degree of judicious literary and consciousness reminiscent of the Modernism" indeed, these poets "might be said to embody something of the spirit of post-Modernism". It is something of the spirit of post-Modernism, indeed, that has been the dominant force in the

The Other Languages of England. By the Linguistic Minorities Project. Routledge & Kegan Paul £25.00. 0 7100 9929 0. £11.95. 0417 5

Very occasionally a book throws a fresh light on education because of its conceptual power and detailed argument so that we are obliged to look at what was seemingly familiar in a new way. This book will change the viewpoint of most who read it. Our education system is shaped by the unchallenged beliefs of "the monolingual character of English ethnicity", that one nation equals one language, and above all that to be "British" is to have "English" inevitably as one's first and probably only language. The relaxed certainty of the title of this book re-focuses our assumptions: there are indeed "the other languages of England" to be reckoned with; their speakers are numerous in the five local authorities surveyed (Haringey, Peterborough, Coventry, Bradford, and Waltham Forest) and elsewhere; and an education system which ignores these languages is ignoring a facet of English life. The underlying message that this book conveys is beautifully argued, and unavoidable: the school curriculum has to reflect and prepare pupils for a multilingual world.

The Linguistic Minorities Project, so ably led by Verity Khan, surveyed the languages used ("who speaks what, to whom, and when?") by adults and separately by school pupils. The project's aim was "first, to provide information about patterns of language use and language teaching" and "second, to consider the educational implications of linguistic diversity for all school children". One can hardly disagree with the authors' contention that there is "a poor level of understanding about the issues involved", but I am certainly grateful to the authors for this detailed research and for their careful setting of it in linguistic, social, and educational contexts.

The data is well digested, clearly presented, and well analysed so that it becomes not facts about five local authorities but thought about our society and its educational needs. The percentage of bilingual pupils found in schools in the early eighties ranged from 7.4 per cent in Peterborough to 30.7 per cent in Haringey, with Bradford, Coventry and Waltham Forest in the teens.

The detailed findings are fascinating: for instance, bilingual speakers often had and used a third language. Thus, "out of the 152 Gujarati-speaking respondents in Coventry who listed Hindi as one of their languages, 143 had spoken it within the previous four

continued from page 28

many critics thought, was premature; the anthology is still "controversial" but perhaps not the "brilliant new landmark" its blurb proclaims.

How then should Penguin have celebrated 50 years on Parnassus? It would have been a brave and welcome gesture to introduce a poetry equivalent of *Granta* or to have revived *Penguin Modern Poets*. What has, in fact, been revised is Lucie-Smith's 1970 anthology – expanded, and given the large-format look. The new introduction is an interesting recantation, but the new poets first introduced by Morrison and Motion are here mostly grouped into an extra section called "University Wits", a term nowadays unessentially evoking both the School of Donne and the Campus Novel.

Also launched this year is the Penguin Poetry Library: new or revamped selections from Arnold to Wordsworth. King Penguins, it is starting to include a few poets among them James Fenton, Tony Harrison and Geoffrey Hill (with U A Fanthorpe soon to follow) but such volumes are as rare as they are welcome.

Back in 1962 Kenneth Allott had written, "A taste for Betjeman's poetry... is regarded as a rather sinister form of provincialism". Today, Betjeman is beatified and provincialism is sin. When he outlived the use of frangula in advertising and promotional material in 1966.

Last year a new Commissariat général de la langue française was set up under the Prime Minister's Office to enforce the regulations. We may be forgiven for regarding the formation of this Commissariat 18 years later as evidence that all is not well.

As a *Times* reporter by Brian Moylan towards the end of last year deftly demonstrated, an account of the Comptroller's labours makes faintly comic reading. The Yachtsman's Mac West, the jet plane, fair play – all banished, in favour of *gilet de sauprage, avion d*



Bi, tri, and multi-lingual Britons

Michael Marland on 'who speaks what, to whom, and when'

There are important findings for educational planning, such as that "in those family settings where bilingual language use is a realistic possibility the majority of interactions do take place in the minority language rather than in English".

The attitude survey, contrary to the Swann report's implications, showed that there was "a high level of demand that the state should offer positive support to mother tongue maintenance and to the minority languages more generally", and there is an excellent analysis of the effects of different immigration patterns and earlier education patterns and parental attitudes. Particularly important is the clear evidence that "some young people who appeared to have 'chosen' to lose their mother tongue in late primary or early secondary years often begin to revalue it for new reasons", and thus many youths of South Asian origin develop Hindi-Urdu "as a language

franca instead of, or in addition to, a home language like Punjabi or Gujarati".

Among the many deep questions explored is the worry among some non-specialists that "the difference between the vernacular used at home and the literary standard taught in classes" contradicts "the linguistic and cognitive arguments supporting 'mother tongue' teaching". This fear is effectively demolished.

The authors' discussion of their methodology is no mere abstract technical exercise, but itself deeply illuminating of our linguistic situation, as in the analysis of "language" as a "marker" in their introduction. The relationship between language, religion, ethnicity, and national affiliation is sensitively explored. As they sadly note: "Many monolingual teachers in England do not know the names of their pupils' languages and some assume there is a one-to-one fit be-

tween language and culture or language and nationality".

Indeed the survey methodology was sensitively worked out, and is often very interesting, eg in the distinctions between "language use" and "language choice" and whether "what a large number of people say they do... may differ in individual cases from what they actually do".

In their excellent chapter on "The History and Background of Linguistic Minorities", the outline of the linguistic history of postwar England is also a social, economic, and technological history. With, for instance, the National Coal Board recruiting 2,500 Italian miners only 25 years ago and Bradford's continuous night shifts necessary to keep expensive machinery going and order books met attracting many Punjabi-speaking Muslims from Pakistan.

The book significantly demonstrates that:

"The relative prestige of a minority language... is closely bound up with the socio-economic and legal position in Britain of the linguistic minority in question" and it becomes clear that:

"The status of a minority language is based not on any inherent characteristic of the language, but rather on the status of the people who use it, and on the past and present power relation between Britain and the other countries where the language is used".

It is these points that make the book of such centrality to the multicultural and anti-racist debate. The authors comment shrewdly on the "uncanny relations" between individuals and associations concerned with the issues of multicultural education and multilingual education. It is a tragic truth that: "Understandably in the English context, anti-racist education has developed from and remained associated with racism on the basis of colour. Considering anti-racist education as a much more effective strategy for education in a multicultural society, many may also focus around language as well as other phenotypical differences".

Yes – and to whom can we look for a way out of this? Certainly this book is an essential part of the anti-racist debate, which currently glaringly lacks the linguistic perspective.

In 1975 the Bullock Committee report (*A Language for Life*) declared that "the school should adopt a positive attitude to its pupils' bilingualism and wherever possible should help maintain and deepen their knowledge of their mother-tongues". Ten years and an EEC Directive later the Swann committee report is still grudging, and we clearly lack a coherent policy both towards the education of bilingual learners and to all pupils for a multilingual world. Indeed the recent DES discussion document on the teaching of languages is Eurocentric, and most schools' modern language departments are really French departments. Yet bilingualism is a significant feature of British life, and the bilingual potential of so many of our pupils a rich social, cultural, and economic resource for our future. This book gives us the basis for considering the huge implications of that for our education system.

We desperately lack a lead from the centre, yet the present Government has shown not only no signs of interest but a quiet yet definite antipathy. Will the Labour Party, having lost so many of its educational concerns to Mrs Thatcher (eg reading standards and parental rights), seize on the education of bilingual learners as worthy of its care? Someone should.

Value – at a price

Local Government Value for Money Handbook – Volume 3. Chartered Institute of Public Finance and Accountancy. £40 to local authorities; £70 to other organizations.

Between burials and window-cleaning, between car-leasing and waterborne transport, education takes up just under a fifth of the hundred or so of these studies of value for money. They tackle the question of how we should assess the efficiency of further education, how we can be accurate about the staffing requirements of education departments, how we can more strictly monitor inter-authority permits and recruitment costs, how we can find out

what our expenditure in occupying small schools really amounts to and how we can best use management information in planning timetables and sixth form curricula. VAMT and the value of CIPFA is that it can find positive and beneficial answers to questions which have a negative look about them. And although the reader may wonder when he or she finds virtually nothing about building maintenance (apart from a little on housing), nothing on the maintenance of equipment and nothing, either, on the financial wisdom of playing fields, nevertheless the balance is satisfying.

About a third of the studies are concerned with environmental ser-

vices and energy. Surprisingly, the financial framework of local government – even including specific items on purchasing, insurance, VAT, and payroll – takes up only a sixth of the space. Also surprising, but pleasantly so, the Education Management Information Exchange is given overdue publicity.

Single sheet entries and terse descriptions all help this to be a first class source-book. The collaborators, consultants and contributors are so comprehensive as to be very impressive. So too – if you are not a local authority – is the price.

J G Owen

Can language be controlled by edict? Cardinal Richelieu hoped so when he instituted the *Académie française* in 1635. General de Gaulle thought so when he outlawed the use of frangula in advertising and promotional material in 1966.

Last year a new Commissariat général de la langue française was set up under the Prime Minister's Office to enforce the regulations. We may be forgiven for regarding the formation of this Commissariat 18 years later as evidence that all is not well.

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Academic exercise?

co Monopoly fined for speaking of "filter cigarettes" instead of *cigarettes filtrées*; a fast food – sorry, *prêt-à-manger* – chain fined for referring "hamburger" to *steak haché*; a furniture shop fined for recommending "sofa show-room" and not *sa salle d'exposition* – is this really sensible work for a government body?

real dilemma that perplexes many literate French speakers who love their language. Is French really in danger of having its structure changed by an uncontrolled influx of anglicisms? And – the ultimate horror – would it matter?

In the century that followed 1066 English almost died. The language of the court, of polite society, of the law, of the kitchen, and the hunt was Norman-French. Miraculously, English did not die but emerged, drastically changed certainly, but enriched and strengthened and set on that development that was to make it into the most flexible and adaptable language the world has known. Could something analogous be happening to French in reverse?

Playing God

The Black and White Medicine Show. By Donald Gould. Hamish Hamilton £4.95.

In these days of ever more frequent reports of the latest wonder drug or surgical breakthrough it is increasingly difficult to assess medical "progress" in a critical fashion and too easy to assume that all frontiers breached must be ultimately beneficial to mankind.

In this readable and thought-provoking book, Donald Gould, doctor, academic and now journalist, has sought to put things in their proper perspective. He argues the case for a much greater emphasis on preventive rather than curative medicine, lambasts the delivery of medical care and the pharmaceutical industry, dismisses "alternative medicine", discusses the ethical problems of doctors "playing God", and finally gives us his views on our computer-controlled medical future.

Having worked in the health service for 20 years, I agree wholeheartedly with a good deal of what he says although there are some inaccuracies, particularly in his portrayal of the "Medical Mafia" which would probably have been true 30 years ago. However, some of his criticisms are over-stated and thus tend to lose their force: little credit is given, where in many cases much is due. The title belies the true nature of medicine, not black and white as Dr Gould would have us believe, but many subtle shades of grey.

W T McLeod



Meeting the new criteria

A Second Biology Course. By Philip Bunyan. Stanley Thomas £3.95. 0 85950 190 6. Biology for GCSE. By Pauline Alderson. Macmillan £4.95. 0 333 36435 6. Biology Alive. By John Bushell. Collins £4.95. 0 00 317757 7. Biology. By A Cadogan and N Green. Heinemann Educational £5.50. 0 435 59594 0. Human Biology and Health. By Dorothy Baldwin. Longman £4.95. 0 582 22392 X. Multiple Choice Questions in Biology and Human Biology. By O F G Kilgour. Heinemann Educational £3.95. 0 435 59594 0. Biology Questions. By R Brocklehurst, P J Mawby and M D V Roberts. Nelson £14.95 pack of five. 0 17 448084 9.

With the arrival of GCSE, all examination syllabuses for biology will have to conform to criteria that establish the content. Human biology has no specific criteria and syllabuses for this subject must be checked against those for biology. If there is a match they will be endorsed "Biology (human)". Obviously the criteria are having a significant influence on the shape of the GCSE curriculum and should affect the contents of new books aimed at the year four-five examination cohort.

In biology, the core subject content must "be interpreted through practical studies of a broad range of organisms and be related... to the personal, social, economic and technological implications of the subject matter": this content is divided into four themes, three of which ("diversity of organisms", "organization and maintenance of the individual" and "development of organisms and the continuity of life") are the mainstay of current GCE and CSE syllabuses. The remaining one, "relationship between organisms and the environment" (ecology?) has received scant attention in the past. This theme is divided into five areas and of these "energy flow within ecosystems", "human interaction with the environment: conservation, re-cycling and pollution" and "population size, competition and control" are extremely difficult to teach, especially through "practical studies".

Some of the existing books aimed at GCSE or CSE do have shortcomings in this area. Any new book for GCSE must not only have all four themes represented, but also, perhaps because of its "newness", a greater emphasis on ecology. So how have authors responded to the challenge?

Bunyan's *Second Biology Course* has a similar page layout to its antecedent. Experiments are scattered throughout the text and are distinguished by the presence of a border. All are familiar and all except one use standard equipment. The exception is 2.7 (experiment to find the maximum lung volume) which uses a spirometer. Why this instead of a calibrated plastic container and bucket (which is just as effective at finding the volume breathed out and is pounds cheaper) I have no idea. The ecology theme is covered but its treatment is not rigorous. For instance, in the section on "conservation" we are told that "uprooting wild flowers is illegal" and "you can get lists from the Nature Conservancy Council", but there is no mention of the Countryside Act or even what the Nature Conservancy Council is. Also neglected is the role of pressure groups such as Friends of the Earth.

There is scant attention to "energy flow within ecosystems". In his chapter on "relationships among organisms", Bunyan presents the usual work on food chains and pyramids of numbers, but energy flow merits just 11 lines with neither diagrams nor data. "Traditional" topics like photosynthesis are dealt with as thoroughly as in any CSE book and he does relate the content to "economic implications" as the problems of limiting factors and crop production are considered too.

Bushell and Nicholson's *Biology Alive* is claimed to be a course book for CSE and 16-plus (they make no mention of GCSE) and "an important development in examination texts at this level in that the language is really appropriate to this range of pupils". But the style and strategy of emphasizing important (that is, new and/or scientific) words, end of chapter summaries, balance of text and illustration, lively (fun) drawings and regula-

tion of readability are features of several others on the market especially those aimed specifically at CSE pupils. The practical investigations are "Things to Do" but they are not included for every topic there is nothing to do on "vegetative propagation", "the digestive system" or "digestion". Some ideas are novel, such as measuring "breaking force" in stems, constructing a model *Amoeba* and making baked alfalfa cheese, but others are rather odd. Like the drawing of 12 chromosomes from an imaginary animal which you have to trace, cut out and stick in your book and then "give your animal a name". Why not use chromosomes of a real (2n=12) organism?

The black and white diagrams are large, clear and accurate but the use of scale is inconsistent. For instance, size is indicated on diagrams of *Amoeba*, fieldmouse and maize cob but not on *Spargyrus*, French bean or ear of corn. As some of the practical activities are model making, scale is important if the pupils are to appreciate the true size of the living organism. This book has the same target audience as Bunyan's so it is to be expected that the depth of treatment of traditional topics would be similar.

structured through the device of an imagined friendship with a cabin boy with a flair for drawing, who assists him in his records. Using Darwin's journals and letters, the author has produced a straightforward account which also explains the theories developed and published several years after the voyage. If these are delineated in more advanced a form than Darwin had reached on board the Beagle, it is forgivable licence, but I wish that the famous phrase "survival of the fittest", which Darwin borrowed later from Spencer, had been omitted in favour of his own "natural selection" which more fully describes his ideas.

The illustrations were also made with reference to original sources and it is interesting to see from a complete plan of the Beagle, just how cramped it was. But did Darwin really go about looking like a boatman in those days when social distinctions were even more rigidly observed on board ship than on land? Similarly I think a point has been stretched to give Darwin and Ben such a familiar relationship, and to allow easy jocularity between Captain Fitzroy and the boy. Darwin had after all been invited on to the Beagle as the Captain's gentleman companion (the surgeon was the official naturalist) since, propriety deter-

mined that there was no member of the crew with whom a captain could have social relations and Captain Fitzroy feared for his sanity during a five-year isolation.

However, these caveats aside, this book is a good general introduction to Darwin's theories. Whether they will actually interest children is another matter. Personally, I look forward to a children's book which will come from the present generation of Darwinists, who are reworking these theories in the light of modern social, medical and scientific thinking.

Francesca Greenoak



Here photosynthesis is represented by a short section with the usual word equation but there is no mention of the role of enzymes let alone economics. Ecology and the technological implications of biology receive scant attention: of the 44 topics in the book, only three relate to these areas. Topic 19, "Connections", looks at food chains and webs (four pages) but energy flow merits eight half-column lines and a small diagram. There is no data. Topic 17 on "Soil" has six pages which deal



with soil structure and a double page spread which is a novel presentation on mechanisms of soil improvement. Topic 16, "Bacteria and Viruses", has its major emphasis on disease. So although both books would be useful for CSE work there are content deficiencies when it comes to GCSE.

Alderson and Rowland's book *Biology for GCSE* covers one specific syllabus, that of the Southern Group and its 48 units incorporate questions and practical work. It is claimed that each unit begins with simple but essential matter and becomes more difficult as it goes on, but when the unit length can be as little as three pages the progression is often hard to discern. The page layout, text density and readability are such that the book is more appropriate to the "GCE band" of the GCSE cohort.

The book is not as lavishly illustrated or as appealing as that of Bushell and Nicholson but the diagrams and photographs are clear. However, scale and magnification are totally lacking. Ecology is given great emphasis and energy flow has a rigorous treatment. There is one peculiarity: it appears on a diagram (page 40) and in a question (page 34) but nowhere in the text, not even in the section on human diet. In fact it is

Jackie Hardie

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In at the shallow end

Revised Nuffield Advanced Science Biology, Biology Study Guide £29.95, 0 582 35431 5 Biology Teachers' Guide £14.95 0 582 35433 1 Longman

Grace Monger and her team are to be congratulated on their revision of the Nuffield A Level Biology course. They have listened to the critics of the original materials and acted upon suggestions while retaining the essence of the Nuffield approach to science teaching.

The study guide is in two parts - "Maintenance of the Organism" and "Control and Co-ordination of the Organism". The teachers' guide is similarly divided and also includes the practical details for both these parts of the syllabus.

In the study guide the process of biology is still emphasized but new straight-forward sections of descriptive text are included. Instead of increasing the burden of learning they help considerably. The first edition tended to plunge into an intellectual deep end in which many students floundered. The new text leads students, and teachers, into advanced work in a much more gentle way given the current nature of most 16-plus teaching: it provides a conceptual framework within which students can develop their own intellectual skills more easily. However there is still plenty of material to stretch the most able student.

There are several new sections which will be especially interesting to those who will not study at a higher level than this. For example, the information on heart surgery, high altitude running in the Himalayas and a consideration of the energy requirements of Gulliver on his travels compared to a typical Lilliputian. There is a whole new chapter on the human brain and the mind.

Water relations in the cell and in the whole plant have been treated thoroughly and the concept of water potential has been used throughout. This should lead to less confusion in the long run once teachers have made the change in their own thinking. Unfortunately, the section where the term is defined is one of the worst in the book being written at too high a level; luckily the follow-up practical work appears to be good. Most of the book is written at an appropriate language level but there are several sections where it creeps up.

The study items and frequent questions should stimulate the student as this is an active learning course. The activities seem more thought-provoking than those in the recently published *Cambridge Biological Science 4 & 2* (R. Soper et al., Cambridge Educational), which will obviously be in competition with these Nuffield materials.

The teachers' guide is very helpful and easy to use. It includes assumptions as to the prior knowledge needed by the student for each section, lists of main principles, answers to all questions, further explanations and details of all practical work. The latter indicates that the practicals will be a mixture of old and new but this will have to be reviewed in due course.

The publishers have improved the visual impact of the book by changing the layout and some of the typefaces used. The study guide contains some excellent scanning electron micrographs and it is pleasing to see more three-dimensional diagrams. The first impressions are very much better than for the previous edition.

Let us hope that the remaining course books in the series to be published early next year will be of similarly high standard.

Anne Cullen

Extra

Further reviews of science books on pages 47-58.

Extra

Further reviews of science books on pages 47-58.

Extra

National tonics

Split Second. By Dennis McIntyre. Lyric Studio, Hammersmith. *The Alchemist.* By Ben Jonson. Lyric Theatre, Hammersmith. *The Real Inspector Hound.* By Tom Stoppard. *The Critic.* By R B Sheridan. National (Olivier) Theatre.

Split Second is a thriller with a difference. In New York, black cop Johnson holds foul-mouthed petty criminal Willis at gun-point. Willis's torrent of anti-black abuse momentarily breaks Johnson's control and, in that "split second", he shoots to kill. Self-preservation stifles self-disgust and Johnson makes murder look like self-defence during arrest. He is an impeccable officer, ex-Viet veteran, personable and good while Willis is white trash. Can he should he get away with it? Will he won't he confess?

Why he doesn't gives the twist to an otherwise old-fashioned plot worked out in the manner of the well-made play. America's treatment of blacks, excuses this momentary lapse and arguments concerning black civil rights are rehearsed by Johnson's A1 veteran-cop father, his teacher wife, his colleague Charlie. We have seen it all before but forceful, sincere acting - especially from Hugh Quarshie (Johnson), Joseph Marcell (his suspicious superior officer) and Jenni George (his wife) - overcomes objection. As a black play for black actors it makes its points better than many more earnest endeavours and more entertainingly.

The Alchemist. By contrast, is heavy going. Jonson's classic comedy of monetary greed never uses one word where four or five will do, nor balks at illustrating the same cupidity in one social type after another. Griffith Jones's direction mistakenly updates it to Dickensian London making the pursuit of alchemy less believable, the gallery of grotesques harder to identify. A straightforward 17th-century production or, more boldly, an update to our superstitious age would have made it easier to follow. Roger Glossop's gaudy setting provides opportunities for over-the-top performances from Paul Bown (Druggier) and John Sessions (Ananias). But only Stephen Moore's subtle Jonsonian gravitas, relishes his

verbosity. For the rest, it is all roaring. Roars of delight greeted *The Real Inspector Hound* and *The Critic* double-billed by the National's McKellen-Petherbridge Company. William Dudley's designs perfectly place both theatrical periods: West End thriller Tudor and late 18th-century Covent Garden tragedy. And the actors faultlessly guff the mock-heroics inherent in both styles. Stoppard's "Hound" starts as a spoof Agatha Christie, becomes a thriller in its own right and ends with hilariously murderous double-bluffing whereby a third-string drama critic discovers a by-product of one and two of their rival. Perfect ensemble acting makes names invidious, but Edward Petherbridge's aesthetic Moon fastidiously counterpoints Roy Kinnear's lustfully edgy Birdboot, and Selma Cadell's loping Mrs Drudge raises coffee-serving to comic heights worthy of Groucho. Ian McKellen's real Inspector Hound erupts onto the stage doing for the CID what Moon and Birdboot do for drama critics - explodes them quite. Stoppard directs the inspired lunacy assisted by Sheila Hancock.

Their roles are reversed in directing Sheridan's *The Critic*, and the whole acting company is employed - doubling, tripling, even sextupling. Beautifully dressed, stylishly acted, the domestic opening offers marvels of wit with Petherbridge's Plagiary a vision of eccentricity and McKellen's Puff a burst of a boy in emerald green recounting his catalogue of woes to excite tears of laughter. On stage as author of "The Spanish Armada", after a wonderful Transformation Scene, he keeps the comedy at boiling point. Petherbridge's mute musing Burleigh wins laughter and applause. The double-mad scene had us falling out of our seats, and people roared in the aisles as the duel to "Rule Britannia" led to the gunfight at sea. The "Hallelujah Chorus" gave way to a finale of spectacular pyrotechnical mayhem which had the audience in a riot of laughter bursting into thunderous applause fit to rival the last night of the Proms. A National tonic, the perfect antidote to new term blues and marvellous material for O and A level drama.

John James



Rear-view mirror

Robin Buss watches tv juggle with last week's hot potatoes

The riots at Handsworth occurred too late for the main television news bulletins and the flashes gave only garbled accounts of what was going on. By the following evening News at Ten (September 10) had put together an effective analysis - on-the-spot film, reactions and a survey of community relations in Birmingham since Scarman. It ended by noting the Government's failure to implement the Scarman Report's recommendations on education and jobs.

A young viewer in the Channel 4 video box (Right to Reply, September 13) accused ITN of bias in its images of police and members of the local community - demonstrating, incidentally, that school had given him a good grounding in media studies. But over all the *News at Ten* report was an honest effort to make sense of a

Not so TV Eye (ITV September 12). A filmed preface raised the spectre of drug-dealing in the area, but did nothing to shed light on the events. It was followed by a debate between Handsworth residents and representatives of the authorities. An audience in no mood to respect the etiquette of armchair discussion, seemed dangerously close to bringing Loddles Road into the television studio. The immediate cause of their frustration, at not being allowed to articulate their opinions, was clear enough.

There is still a belief that this kind of confrontation is illuminating for the viewer. It isn't. In contrast, *A Week in Politics* (Channel 4, September 13) brought together four black politicians from the main political parties and, at least until Roberts offers a definition of "the West" (Programme 5). "The Prince of Wales hated his time here," his young boy assured us.

ARTS

Words and pictures

20th Century Set and Costume Design. Victoria and Albert Museum. Roderic O'Connor Retrospective and Gwen John: An Interior Life. Barbican Centre until November 3. Pound's Artists. Tate Gallery until November 10. Difference: On Sexuality and Representation. Institute of Contemporary Arts until October 20.

However persuasive the Formalist's demand for the autonomy of the visual arts, the majority of gallery-goers still depend upon words if only to provide a much-needed title. In all these exhibitions they are an essential element, sometimes invading the work on display. Yet in the place where they are most needed they are least evident.

For the theatre designer, a text is the necessary starting point and without some knowledge of the literary and musical dimensions of a play, ballet or opera, it is impossible for an audience to judge whether the costumes and settings are an appropriate let alone enlightening interpretation. The V&A show offers no help at all. What could have been a coherent display of designs from Godron Craig's austere, moody, 1905 "Julius Caesar" to Nicholas Giordis's richly textured, 1983 "Raymond" is reduced to a collection of isolated fragments that must speak for themselves.

The paintings of Roderic O'Connor and Gwen John are more able to do that. Very different artists, each found ways of conveying meaning and emotion in visual form. At the outset of his career, O'Connor was so immersed in French post-Impressionism that the strident reds and greens in the foreground of his 1892 "The Farm" echo Van Gogh and put him beside the young Matisse. By the turn of the century, this chromaticism subsided into a "larkly-modelled" approach which, except for an occasional flash of the old fire, sustained him to the end.

John's more steady development from a late 19th century academic style to the characteristically even-toned, flattened planes of her maturity is equally clearly presented if a little too sparsely arranged for such small-scale pictures. Her psychological penetration is evident in an early work like the 1897 "Portrait of Mrs Atkin-

son" and subtly varied in three of the 10 known versions of the 1920's "The Connoisseur". But why, with so many near-miracles of mute expression, must the visitor be distracted by the sound of a film commentary? Is the informative but unobtrusive catalogue not enough?

The Tate exhibition is something of an anomaly. Organized by Kettle's Yard as part of the Cambridge Poetry Festival, it comes with a book of essays, samples of the American poet's often provocative writing and is meant to reveal Pound's aesthetic preferences through the artists he admired or promoted. The propaganda and the art, however, stubbornly refuse to unite. Uneven in every way, Pound's pre and First World War Vortecist friends form an interesting mini-show on their own while the Paris period has only a handful of works and the final years in Italy peter out with a case of *Quattrocento* coins and an audio-visual account.

If this is enough to satisfy the literary-minded, the superabundance of words at the ICA may prove too much. An essential part of the exhibition, the catalogue is riddled with jargon and appears to have been written by five people who have all read the same books. Worse still, their verbosity has spread to the works on the wall. All use photographs in one way or another but with one exception, single words, phrases or whole panels of text supplement, intervene or interrogate the visual images. For those initiated into the finer points of current theory on representation and sexuality, there are some engaging pieces on show but the majority of gallery-goers will feel like unwelcome intruders, confused instead of guided by the words.

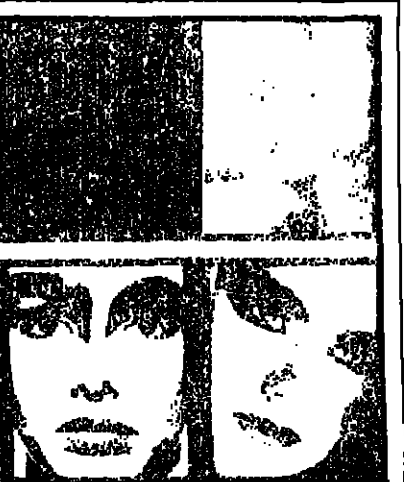
Michael Clarke

speaking of Gordonstoun (Fit for a King, BBC2 September 12). Charles might have been happier at Drummonds (ITV, September 13) where everyone had been sleeping with the housemaid (the maths master got her pregnant). Either because of such interesting misdemeanours, or because of an astonishingly favourable staff-pupil ratio, the serial concentrates on the doings of the masters, leaving the boys to get on with footer on the bottom field. Anachronisms abound - hairstyles, telephone leads, everything is wrong - while the script relentlessly insists that this is 1956: sherry flows daily in the staffroom, lubricating all references to Nasser, Hungary, the fading Empire. "Do you ever go to the cinema? *Rear Window*" on this week, with Grace Kelly... Actually, chaps, *Rear Window* was released in 1954, but never mind. Matron has already decided to send the whole bang shoot to the sick bay.

Apartment is built on the premise that there is a basic irreconcilability between people of different races, different cultures, different languages, said Allan Boesak (Choosing for Justice, Channel 4 September 11). As a minister in the Dutch Reformed Church, almost the only political and theological dilemma he does not face concerns the irreconcilability of that doctrine with his Christian faith. The South African government, most of whose members belong to the same church, has just arrested him, criminally ignoring its luck in having this moderate and humane man among its opponents. There was no cause for complacency, either - and still less for smug generalizations about the universality of these problems - in the Baudouin File report (Channel 4, September 12) on racist murders in France against the success of Le Pen's Front National. The victims are young North Africans and their killers (some policemen) have too often gone unpunished. The mothers interviewed in the programme were mothers afraid every time their remaining sons go out to buy a packet of cigarettes.

The triumph of the West (BBC2, Mondays) is another "personal view", involving, in this case, John Roberts having his photo taken in various exotic locations. It appears to concern the "dangerous gifts" of Western civilization, an indigestible hamper of technology, democracy, Marxism and Coca-Cola. I reserve judgement, at least until Roberts offers a definition of "the West" (Programme 5).

"The Prince of Wales hated his time here," his young boy assured us.



Top: Detail from Sylvia Kolbowski's 'Model Pleasure, Part 5', 1983, ICA; centre: Gwen John: Chloe Boughton-Leigh, c1907; Edward Wadsworth: 'Harbour of Flushing' c1914.

Next week



Dennis Potter writes about singing games through the ages

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Regional, local, personal

Representatives of the People?: Parliamentarians and Constituents in Western Democracies. Edited by Vernon Bogdanor. Cower £20.00. 0 566 00878 5.

Representation is one of the commonest words in our political vocabulary – and also one of the most puzzling. Who or what is being represented? Individuals, not trees or acres, the American Supreme Court thought in the 1960s when ordering the reapportionment of electoral boundaries untouched since the 19th century. In Britain, however, Parliament still reflects the representation of the different estates of the realm and the redistribution of constituencies has to take account of natural "communities". Recent debates about black sections in the Labour Party also suggest that simple head-counting has never completely dominated our understanding of representation. How should representation be achieved? The variety of electoral systems in the West bears eloquent testimony to the disagreement about the best method of translating the voters' choices into legislative seats. And what affects the quality of the relationship between constituents and their representatives between elections? In some situations local roots matter more than ideological ties and the amount of attention devoted to constituent casework varies markedly between political systems.

Political scientists have hitherto been more interested in assessing the impact of different electoral methods on party outcomes and government formation rather than in the continuous process of representation. Yet as Vernon Bogdanor's timely and thoughtful collection of essays underlines, the subject merits further examination both by practitioners and academics since the bond between constituents and their elected representatives is perhaps the central one in the liberal democratic state and its strengths and weaknesses will affect the wider political system. Although all Western democracies believe they have representative government, the style of representation varies markedly between political systems. In fact, as SE Finer makes clear in a characteristically robust essay, "there exist not one but several theories as to what the role

of the MP, Deputy Representative et al ought to be". The factors which determine the expectations and assumptions about that role are varied and may reflect the size of the country, the nature of its bureaucracy and the character of its political divisions.

Certainly the electoral system alone does not determine the quality of the links between constituents and representatives. Even within one political system different parties may develop conflicting traditions as is clear from the British Labour Party's embrace of a strong mandate theory and the Conservatives' adherence to Burkean notions of representation. The individual case studies in this collection (which is especially good on Europe) brings out the extent to which cultural factors as much as institutional ones produce divergent representative styles. Thus in the Republic of Ireland as Brian Farrell shows in an illuminating essay, there is a localism and personalism which create a pattern of politics that stands in marked contrast to the United Kingdom's. Although it does not entirely fit the clientelist model of representation, Ireland's lack of fundamental political cleavages encourage an emphasis on "transaction politics", brokerage and the provision of services. In France, despite the Gaullist bias towards executive authority and a rhetoric which despises localism, the inter-penetration of local interests with national concerns and *cumuli des mandats* have ensured a continuity of political style between the Fifth Republic and the Third. And in the United States, localism, sometimes masquerading as regionalism, has if anything been exacerbated by the reforms which over the past two decades have weakened national parties, decentralized decision-making within Congress and reassigned congressional power vis-à-vis the executive. Yet all of these countries have different electoral systems, although it should be noted that in all of them the electoral system has recently generated controversy and efforts to change it.

It is perhaps inevitable then, in a collection of essays which ranges so widely, there should be weaknesses. Treatment of individual countries has been grouped by type of electoral system – single member, national constituency and multi-member consti-

tuency. The Netherlands stand strangely alone in a section on national constituency system and might usefully have been complemented by a discussion of Israel. More seriously, although the authors recognize the extent to which the MP has adopted the role of nursemaid in the modern welfare state, there is no systematic discussion of alternative channels for pressing claims or securing redress against maladministration in each of the jurisdictions. The European tradition of administrative law and the growth of the ombudsman idea affect the role of the representative profoundly, whether they reduce his caseload, threaten him with redundancy or provide him with additional resources. The United States could have been given more extensive coverage since it raises so many issues germane to the theme of the book. Thus the advent of new electoral technology – especially direct mail – has produced a curious form of interaction between representatives and constituents, as selected segments of the electorate are mobilised by pressure groups and citizens are whipped into action by professional consultants whose calculations pay more attention to dollars than votes. Moreover, the tangled debates about internal party democracy, the role of PACs and the "homestyle" of congressmen all pose important theoretical questions in the context of a democracy as complex as America. Finally, while the conceptual section is useful as far as it goes, the reader is left feeling that these chapters are a little too succinct.

It would however be unfair to end on a critical note. Vernon Bogdanor has brought together a collection of essays which constitute an original contribution to comparative politics and one which also ought to be read by anyone with an interest in electoral reform. Certainly it should be put in the hands of that large number of MPs who, when faced with arguments against the present system, simply incant the virtue of the single-member constituency. Ultimately, simplicity is the only enduring virtue of the current British system – though for many that will perhaps be sufficient reason for keeping it.

Gillian Peele



Flats in London's East End in the 1950s. From *Houses and Homes* by Peter Marshall (Macdonald Camera as Witness series £5.50).

Housing that works

When We Build Again. By Colin Ward. Pluto Press £3.50. 0 7453 00227.
Housing and Young Families. By Anthea Holme. Routledge & Kegan Paul £13.95. 0 7102 0362 4.

Twenty-five years ago Young and Willmott, in two classic books, studied the pattern of community ties in working class East London and in a middle class suburb. Anthea Holme has revisited these areas to see how things have changed since then, in particular for young couples starting a family. She found that the main distinction between members of her sample was their housing tenure: whether in Bethnal Green or Woodford, owner occupiers have higher status, greater political weight and more choice than the increasingly residual council tenants. Having looked at various aspects of policy and management, Ms Holme suggests ways of improving the situation for the "have nots": obviously she asks for more investment in housing but beyond this, she turns to Colin Ward for ideas and finds self-help and cooperation as the most hopeful alternatives.

Indeed these have been the leit-motifs of Mr Ward for over 30 years. When he first dared to suggest that the poorly housed should take action and control their own destiny, the housing professionals became quite agitated. Now he comes back to the attack with a book as bold as its title: *When we build again* – let's have housing that works. Few authors dealing with the subject

can write so concisely and directly. It is possible not to agree with Ward but it is difficult not to be charmed by his refreshing thinking. He attacks mass postwar policies of the Left as well as the Right: mass public housing has been institutionalized and the issues have been forgotten by the bureaucrats; the pooling of rents by which a poor in old housing subsidize the let poor in newer housing, he finds an aberration; he doesn't even approve of the sale of council housing though his reasons are different from those advocated by the Government. The solutions lie in changes of attitude, self-help and cooperation.

In his new book *Housing: An Anarchist Approach* – Mr Ward has referred to the work of John Turner, the shanty towns of the Third World. He now returns to the theme: if help to help themselves, the residents of shanty town will eventually turn it into good housing. On the other hand if they are moved into modern blocks these will start a cycle of deterioration. A similar pattern can be observed in Britain: old housing, if owner-occupied, is constantly improved with modern estates owned by institutions fall into disrepair. The poor, through cooperation, could not only improve but also build their own housing, a bureaucratic controls – including building regulations – were relaxed. The number of positive suggestions in this thin volume is greater than in many a thick study of housing policy.

E Sebastian Loen

Premiers and people

The British Prime Minister (second edition). Edited by Anthony King (Macmillan £20.00. 0 333 38827 5). This is a fully revised and updated edition, which retains only a handful of articles from its predecessor of 1969. The world of Attlee, Macmillan and Wilson has given way to that of Callaghan and Thatcher. Bernard Donoghue writes about economic policy-making from 1974 to 1979, Tony Benn argues the case for a constitutional premiership, and Anthony King himself contributes a wise and witty account of the Leader's style. As Professor King remarks in his introduction, books about the British prime ministership are so rare that they can all be held in one hand. This is a welcome addition to the clutch.

Parliament in the 1980s. Edited by Philip Norton. (Basil Blackwell £19.50. 0 631 14056 5. £6.95 14057 3). Back in the 1950s, there were two whole sessions of Parliament when not a single Tory MP voted against his own side. Now it seems that barely a week

passes without some backbench rebellion. The growing independence of MPs is one of the changes analyzed in this useful collection of essays, which aims to provide an up-to-date supplement to existing texts. The book, written for sixth-form and undergraduate students, also covers MPs' expanding constituency role, the birth and early years of the new select committees, and the growing assertiveness of the House of Lords.

The Geography of English Politics the 1983 General Election. By R J Johnson (Croom Helm £29.95. 0 7099 1441 9). Studies of voting behaviour in England tend to assume that class is the only really important factor and that its influence is constant from Cornwall to Cumbria. In this book, Professor Johnston of Sheffield University argues that a geographical perspective is important too. His case is well supported with graphs and statistics (which seem to have cost a lot to print) and there is a useful summary at the end.

Biddy Passmore

Marxists, liberals, sceptics

Dilemmas of Liberal Democracies. Edited by Adrian Ellis and Krishan Kumar. Tavistock £12.95. 0 422 78460 5. £5.95. 78470 2.

Politics and the Pursuit of Happiness. By Ghita Ionescu. Longman £16.50. 0 582 29549 1.
Models in Political Economy. By Michael Barratt Brown. Penguin £3.95. 0 14 02 2543 9.
The British Marxist Historians. By Harvey J Kaye. Polity Press £22.50. 0 7456 0115 8. £7.95. 0116 6.
Marx's Critique of Political Economy. By Allen Oakley. Routledge. Vol. 1, £14.95. 0 7100 9944 4. Vol. 2, £16.95. 9945 2.

Current views of society are often seen as split between two schools, Marxist and liberal. But there is a third which might be called sceptical. It is a variant on the liberal position, and it questions just how much satisfaction would result even if a liberal society (let alone any other) worked perfectly in accordance with liberal theory. Marxism is less able to generate such a position because revisionism of whatever form seems bound to deny the basis of the theory. Of the books reviewed here, Ghita Ionescu's *Politics and the Pursuit of Happiness*, and the collection edited by Adrian Ellis and Krishan Kumar, *Dilemmas of Liberal Democracies*, fall into the sceptical group. The rest are all Marxist one way or another.

The Ellis/Kumar collection consists

of studies of themes derived from Fred Hirsch's *Social Limits to Growth*, a social science blockbuster of the late 1970s. Hirsch brought together arguments from different disciplines to show that economic growth was incapable of providing the kinds of largely spiritual satisfaction demanded by people in societies beyond a certain level of affluence. He also proposed that capitalism depended upon a moral code inherited from earlier social forms which its own success as reflected in growth was undermining. The contributions to the collection vary in approach, some attacking Hirsch's ideas, some using them as starting points for more detailed analyses, some extending them to examine their implications for new areas. Overall, it offers a useful commentary on an important book.

Ghita Ionescu sees a crisis in contemporary industrial society, whether liberal or communist, deriving from a new ideological way of thinking which emerged in the late 18th century. The mark of ideology for Ionescu is that it promises to transform human life, removing all problems and limitations, through politics. In so doing, it has replaced the priority of the self and the capacity of that self to make moral choices, formerly the basis of European civilization, with reliance on collective action. Ionescu sees this denial of the self's autonomy as inconsistent with the complex functional nature of industrial society. Her solution is a return to the former view.

although he recognizes just how difficult that would be, especially in a communist-dictatorial society.

The title and subtitle of Michael Barratt Brown's *Models in Political Economy: A Guide to the Arguments* are so modest as to be misleading. He first outlines the Monetarist, Keynesian and Marxist models, and for good measure adds the Green and Feminist alternatives, although these never get beyond complaints about existing systems. Then he compares the socialist economies of Russia, China, Yugoslavia and Africa with Marx. As if this were not enough, he goes on to examine the direction in which capitalism is moving and finally starts on a new model of political economy aiming to produce centralized control from individual autonomy. In less than 300 pages, Brown covers an amazing range, and produces a good polemical read.

Harvey Kaye sees the British Marxist historians – meaning Dobb, Hilton, Hill, Hobsbawm and Thompson – as representing a unique theoretical tradition. They all adopt what he calls a "class struggle approach" and he calls it "class struggle" because it is a "class struggle" from the bottom up. The result is that they escape the orthodox Marxist base/superstructure model and its tendency to economic determinism, although they do not go so far as to adopt voluntarism in its place. Instead, history is for them both an active and a structured process. History from the bottom up means not merely that the lower orders are

included as objects of study, but that their active contributions by way of revolts and other attempts to disrupt or replace existing society are emphasized. Kaye admits that this approach fails to produce adequate accounts of the more conservative or reactionary practices of the masses but for him, the contribution of these historians, especially to the interaction between sociology and history, is the best available.

Allen Oakley's two volumes deal with the sources and evolution of Marx's critique of political economy from his first studies in the subject in 1844 up to 1863, just before he wrote *Capital* volume one. Oakley's aim is the sensible and modest one of expounding what Marx said rather than solving interpretational problems which he relegates to footnotes when he cannot avoid them. This technique cannot work perfectly because exposition cannot proceed satisfactorily without some interpretational basis. In this case, a good balance is struck, and what we get is a presentation of Marx rather than of the author. The main conclusions are that Marx was very much indebted to previous political economy but that he made great efforts to distance himself from his sources. The 20-page summary at the end of volume two is remarkably clear and comprehensive for its length. The jargon which so often afflicts Marx studies has been avoided whenever possible, and explained when not.

Carl Slevin

Swipes at dogma

Marx & Engels: Basic Writings on Politics & Philosophy. Introduced by L. S. Feuer. Fontana £4.95. 0 00 636815 8.
Karl Marx. By Allen Wood. Routledge & Kegan Paul £7.95. 0 7102 0390 X.

Both of these reprints will be welcomed by students. Feuer's introduction attempts to account for the extraordinarily wide influence of Marx and Engels, deriving this mainly from the appeal of their irrational, visionary, prophetic fervour. This aside, what is

mostly dealt with is the conspicuous failure of events since the First World War to square with Marx's and Engels's theories. The approach, if in some ways a salutary swipe at dogma, is none the less superficial and one-sided.

Wood's *Karl Marx* is an excellent corrective to Feuer. The discussion of Marx's ideas is an exemplary instance of disinterested inquiry, and the result always illuminating, even if not necessarily always wholly persuasive. Every aspect of Marx's ideas is dealt with, unclarity sympathetically examined and, wherever required, conflicting interpretations given, with reasons for preferring one of them. Even when not in agreement, one is grateful for so astonishingly and unusually open-minded a treatment.

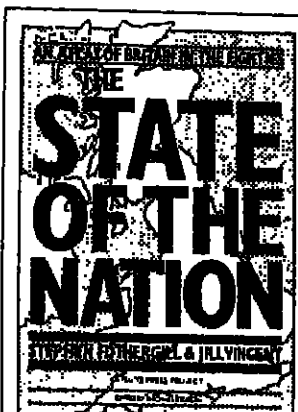
Pierre Watter

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Cops, crooks and community control

The sociology of law and order becomes ever more complicated and its literature ever more abstruse while real-life issues sharpen up the arguments about, say, the control and the social role of the police. Until recently books about the police were either simple histories of the evolution of the Force, or legalistic descriptions of the way the system ought to work, or else simple public relations exercises.

Although *Contemporary Policing: an examination of society in the 1980s* (Sphere Books £4.95) is entirely written by members of the staff of the Police Staff College at Bramshill and is edited by J R Thackrah (who teaches history and politics there), it is not just an inside job, nor is it an apologia for the policing industry. It is especially interesting on the characteristics and attitudes which the authors discern in police officers.

Robert Reiner's *The Politics of the Police* (Wheatshaf Books £6.95) is an excellent book, alert to the ways in which nature imitates art, in that crime fiction and media presentation of police behaviour create powerful stereotypes which influence the behaviour of both police and public. Reiner throws a clear light on real political problems which are increasing rather than receding.

That our worries about both the police and the legal system are not just a result of the urban riots of 1981 or the role of the police in the miners' strike is made all too clear by *More Rough Justice* by Peter Hill and Martin Young with Tom Sargent (Penguin £2.50). After a series of television programmes about Rough Justice, four men who had been convicted of murder were released. This book records the findings of another such series, and Ludovic Kennedy says in a foreword that after half a century of studying miscarriages of justice in this country, he has not the slightest hesitation in saying that "in most cases, it is due to the actions taken or not taken, and the evidence in Court given or not given, by the CID."

This is almost, but not entirely, marginal to the more obvious issues discussed in the two books about the police, but you cannot read the harrowing case-histories in this book without recalling stories from the past, like that of Timothy Evans, where no ultimate redress was possible, and concluding that part of the politics of the police is the art of bullying the inarticulate into spurious confessions. Kennedy's conclusion is that the only possible answer is to relieve the police of the responsibility of investigating

serious crime" and use instead a judicial investigator or examining magistrate, aiming at establishing the truth rather than seeking a suspect. The obstacle, he believes, is that the English Bar is so trained to revere the system that it cannot conceive of its reform.

Confirmation comes from another brilliant book, the third edition of *The Politics of the Judiciary* by J A G Griffith (Fontana £3.50) which displays how the system works in practice. Two of the brightest minds to emerge among the sociologists of deviance in the 1960s were Stan Cohen and Laurie Taylor. In the 1970s they wrote two remarkable Penguin books which have been allowed to slip out of print. *Psychological Survival* about the effects of long-term imprisonment, and *Escape Attempts*, a tour-de-force which transferred the same penal analogies to "the theory and practice of resistance to everyday life". After this, where could they escape? Cohen went to Israel, and his newest contribution has been a long and deeply-felt book *Visions of Social Control: crime, punishment and classification* (Polity Press £8.95) which is in effect a summing up of his work so far. He takes us through the thickets of crime theory and demonstrates how even

when we were all wedded to avoiding custodial sentences at all costs, the British prison population went on increasing. The research in crime, deviance, law and punishment was ever more sophisticated and became ever more disconnected from the practice of the police and the courts. This is a profound and disturbing book and he re-affirms his faith in community control, conscious of all the equivocations and failures it involves.

Laurie Taylor's escape attempt has been different. He has become, as we all know, an entertainer of immense skill and verve. His book *In the Underworld* (Unwin Paperbacks £2.95) is an absorbing account of interviews with professional criminals. He has written a deliciously funny book which will not change in the slightest the conclusion of most informed people that a very large proportion of the people in our overcrowded prisons should never have been there in the first place and are there because the police and the judiciary have a built-in bias against the human flossam we have met in the classroom and the juvenile court and would yearn to protect from the consequences of their folly if we only knew how.

Colin Ward

Basics

People and Politics in Britain, by Lynton Robbins, Tom Brennan and John Sutton
Macmillan £5.25, 0 333 27834 8.
Westminster Workshop: A Student's Guide to British Government (2nd Edition), by R K Mosley
Pergamon £6.50, 0 08 031835 5.

People and Politics in Britain is a worthy attempt to make politics interesting for O level students. Each of its 25 chapters contains an introductory statement of aims, and the text is supported by diagrams and statistics, a "task page" for further work, a glossary, a summary and finally questions for discussion.

The influence of the Politics Association is reflected in the book's underlying conviction that politics in Britain is "primarily concerned with the role and regulations made by government". The chapters are detailed enough to stand on their own so it could be used as a sole course book. One of its strengths is that political concepts are incorporated into the text. One chapter analyses the relationship of government and people through the idea of "input" (parties and pressure groups) and "output" (government), and then takes Crick's 12 basic concepts for political education and applies them to the problem of Northern Ireland. Another chapter looks at declassification and realignment as well as the notion of political images, and it also takes account of tactical voting - a sign of the times. What is surprising, however, is the lack of reference to the growing demands of women and ethnic groups for political involvement when the authors do mention the Campaign for Nuclear Disarmament and the Ecology Party. This textbook is well suited for examination courses at O level, though whether it will be suitable for the GCSE as a basic textbook, as the blurb suggests, is doubtful, as most GCSE candidates would have difficulty with it.

R K Mosley's *Westminster Workshop* was last revised in 1979. This edition includes political and administrative changes since then. The bibliography has been updated to include subsequent books such as *General Kauffman's How to be a Minister* and each chapter now contains a case study. One such asks the reader to be Opposition Chief Whip to deal with a back-bencher and a leaked Cabinet paper. For all this, the book is little more than a constitutional crammer.

Richard Evans

Diaspora

Indians Overseas: A Guide to Sources, by Timothy Thomas.
The British Library £12.95.

The Indian diaspora has had little attention, though it is greater in numbers and more geographically spread than the African one. The economic and political colour of the US is what has made the difference in public perceptions of these phenomena. However, Asians in the US, as in other countries, are now becoming interested in their history and identity.

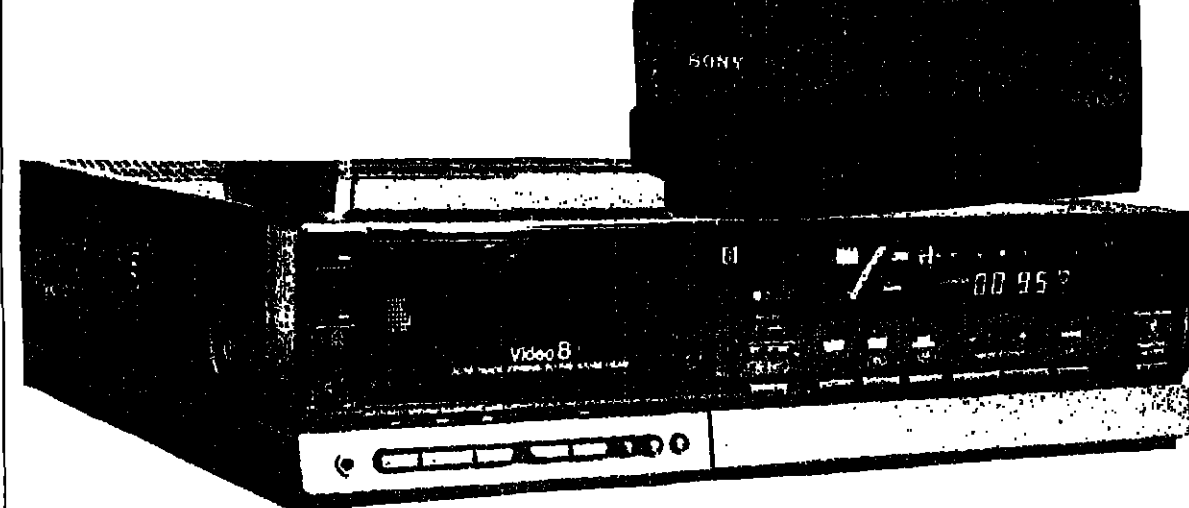
Timothy Thomas's *Guide* introduces for the first time and in detail the wide range of archival sources held in the India Office Library from 1830 to 1950, in areas as diverse as Aden, Australia, the British Caribbean, Canada, Fiji, Gibraltar, Guadeloupe, Hong Kong, Kenya, Malaysia, Martinique, Mauritius, Réunion, South Africa, and Zanzibar. The records focus on the working of the indentured labour system and on the political, social and economic issues that arose in the principal areas of Indian settlement.

Unfortunately, the records do not provide much information on individual Indian emigrants. The records and the *Guide* are likely to be of use, therefore, only to teachers and senior students engaged in projects of substance on this subject. A succinct introduction to the historical background provides notes on the main areas of Indian settlement, and there is a map, a bibliography and an annotated list of other archives which hold relevant material.

Prabhu S Gupta

Jüri Gabriel

V for video



however, bound to catch on. The company has solved one of the oldest problems in video recording: how to check whether there is enough tape left in a cassette to record a full programme without losing the end.

Until now the only way to be sure with the VHS format has been to re-wind the tape to the beginning and

hours and so on. When the cassette was loaded into the V2000 machines, an electrical sensor inside compared the speed of rotation of the two spools of tape inside the cassette and from there deduced how much of the total length was left to run. This system will not work with VHS machines because there is no standard for cassette

switched to record only digital sound, with no TV pictures. The full length of each magnetic track across the tape can then be used to store audio. Because two channels of audio need only occupy one sixth of the track length, the tape can be run up to six times through the machine with a different signal recorded on each pass.

In this way one three-hour cassette is able to store a total of 18 hours of hi-fi stereo sound. In practice one tape will be used to record six different three-hour programmes of music, or three hours rock, three hours classical, three hours jazz and so on.

The 8mm bandwagon is rolling. Sanyo and Pioneer are now following Sony with 8mm equipment. It could become the video format of the future, despite the heavy VHS penetration which now exists. Some users may switch to 8mm for portable video filming and the extra tapes by copying on to a VHS machine.

Almost every camcorder shown at Berlin offered autofocus. A subsidiary lens system inside the camera focuses a row of tiny images on an array of solid state light sensors. When the camera lens is in focus, all the images are the same and the sensor array produces a strong output signal. When the camera lens is out of focus, the electrical output dips and a servo control system brings the main lens back into focus.

Although the video and photography trade now seems convinced that everyone wants autofocus, and say it is difficult to sell a video camera without it, not everyone shares this view. Serious photographers do not like autofocus, because it can create anomalous results. Perhaps the best thing about autofocus is that its arrival as a new feature means that slightly older camcorders without auto focus will now be much cheaper to buy.

Battery drain is reduced to 5 watts, because the camera image sensor is a solid state charge coupled device chip, instead of the conventional picture tube. The chip has 290,000 discrete picture elements or pixels, and captures a picture of quality indistinguishable from conventional tubes. Battery drain is further reduced by using an

and lighter than any other in the world. The Handycam weighs only 1kg; the size of a paperback book, it rests in the palm of a hand. The user has a choice of tape speed. It can run at either 2cm/second or 1cm/second, giving a maximum recording time of either 90 minutes or three hours from a single cassette.

Another idea from Grundig is,

VPS

"The hottest new idea in Germany is VPS. It would be a boon to schools and colleges who would like to tape TV programmes at odd hours."

start from there. This is very wasteful on tape because the user ends up with a library of half-used cassettes. Also, accurate tape indexing is inconvenient or downright impossible. The only way to get an index reading is to re-wind the tape to the beginning, set the counter to zero and then run the tape forward again. Even this is unreliable, because the counter readings on different machines may not match.

The old, failed, V2000 system, developed by Philips and Grundig, was designed to beat the index and tape-rewind problems. Cassettes were notched to "tell" the machine the total length of tape available from a cassette, is one hour, two hours, three

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation - on school governing bodies and in-service training and some final decisions in other areas such as AS levels - was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

The price includes 2nd class postage but not Red Star or hand delivery.

notes

STAMP COLLECTORS

The British Philatelic Trust is a new organization which has been set up to promote the study of stamps. One of its objectives is to provide financial help for initiatives over as wide a field as possible, especially local activities and those involving young people. The aim is to support educational research projects and to broaden the knowledge, interest and enjoyment of stamp collectors throughout the United Kingdom.

Anyone interested in obtaining a grant for exhibitions, seminars, preparation of material for lectures, or school or college projects, should contact The Secretary, The British Philatelic Trust, Alder House, Room 31.1, Aldersgate St, London EC1A 1AL (tel. 01-726 6721).

Memories

One Man's War 1914-1918
Price £10.35
Sussex Tapes, Townsend, Poulshot, Devizes, Wiltshire SN10 1BD.

This personal recollection is a departure for Sussex Tapes, who began with low-budget discussions between academics for A level back in the days, and it's surprising to remember, of recollections. Since then they've moved into videos and computer programs, but the format of this new audiotape couldn't be simpler - just an account, by a First World War veteran, steered, prompted and commented upon by interviewer Richard James.

Now 87, Bernard Martin provides a vivid and articulate memory of nearly three-quarters of a century ago. Surviving an incredible 15 months in the front line, he was eventually invalided out with most of his upper jaw shot away. They certainly shot away none of his marbles.

Discovering that you could enlist at 18 as an officer, he got himself a commission in 1915. He was in the PBI

- the poor bleeding infantry. When he got to the front they told him the score, "The PBI don't fight, they don't have combat, they don't kill. They are the people who are killed."

Nobody showed him how to use his gas mask. Still a teenager, he found reserves of bravery, not just to endure, but to encourage. "What did you say to men who knew what was coming, and you looked at them and they looked at you and you knew perfectly well, all of you knew, that within 10 minutes half of you would be dead?" But he found something to say.

"And when they ask us, the song goes, 'we'll never tell them. There was a front, but damned if we knew where.' But arriving home, Bernard Martin found they didn't ask, or they asked silly questions.

Journalists never got to the front line; history was written by generals and he only once saw a general in a trench in 15 months. Those who really knew didn't come back to tell or found there was no way of telling. But this attempt to tell across the generations is invaluable. Jessica Savage

Spiritual pillage

Portraits and Dreams: Photographs and Stories by Children of the Appalachians. Edited by Wendy Ewald. Writers and Readers £12.95 0 86316 087 5 £6.95. 088 3.

Portraits and Dreams is a collection of photographs by, and what read like transcripts of taped conversations with, a number of 11 to 14-year-old school children involved in a photography workshop run by Wendy Ewald in a remote part of the Appalachians. The book is divided into four sections: Self-portraits, Animals, Portraits and Dreams. In addition there is a short introduction by Robert Coles, a child psychologist on the staff of the Harvard University Health Services, an explanatory preface by Wendy Ewald herself, and a perceptive afterword by Ben Lifson, currently professor of photography at Bard College and one-time photography critic for the *Village Voice*.

In the interviews with the children, there are moments of perception and poetry. For example, Ruby Cornett describing a hog killing:

"When we get our hogs real fat, daddy kills them. A hog killing's fun in the winter when it snows. Uncles, aunts, and cousins are there, and friends and neighbours. Most of them sit around and drink beer."

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Daddy shoots the hog in the head or the neck. It squeals and falls down and dies. The men drag it out of the hog lot and put it on a board and pour boiling water over it and then scrape the hair off of it. I run around with the other girls. We slide in the snow and sit and watch them scrape the hair off, and cut it into pieces. We broil some meat in the fire, and listen to the dogs barking, and the men talking and the fire popping."

But only in the case of Gary Crase do these elements combine with apparent joy in the conscious use of language. Each family has their own belief. Most people that live together all believe in one general idea like a paragraph in a book. They're all working together to make one general idea come about. It's about the same thing with a community. Maybe one family in a community believes that two and two is three and another one believes that two and two is four, but they both believe that two and two is two. For the rest, the text is no more - and no less - revealing either of its authors or its subjects than any other document in its genre.

Real effort, however, has gone into the photographs. These range from the happy accident to the conscious creation, from the eloquent to the tongue-tied, from the strikingly novel to the utterly banal (though my views on which are which may differ not only from those of the kids who took the photographs, but also of Ms Ewald and each subsequent lover of approval).

As photographs, Willie Whitaker's "The ben" and "My father and his mule" could be straight out of Magnum archives, and Denise Collins' giggling cousins simply radiate joy. Freddy Childer's "Self-portrait with the picture of my biggest brother, Everett, who killed himself when he came back from Vietnam" is a brute, stark statement that only the most sophisticated adult photographer could hope to duplicate. Denise Dixon's prominence in the book, on the other hand, owes perhaps more to her role as teacher's pet than to her overwhelming talent. Nevertheless, "Self-portrait reaching for the Red Star sky" and her shot of her twin brothers, with stockings over their heads, purporting to be creatures from outer space, are striking images. For sheer sensuality, however, there is nothing to beat Ruby Cornett's "Self-portrait in a dream about floating".

But, in a sense, it doesn't matter what one thinks about the photographs, because the book isn't really about photography, a community, or even a teacher. It is about type and the politics of art and education. By showering (for doubtless the very best motives) excessive praise on them (the



Top: Freddy Childer, 'Self-portrait with the picture of my biggest brother, Everett, who killed himself when he came back from Vietnam.' Above: Denise Dixon, 'Phillip and Jamie are creatures from outer space in their space ship.'

photographs have been the subject of prestigious exhibitions), what those doing it are really saying is "these photographs are surprisingly good, considering they were by kids in the Appalachians." (In other contexts, for Appalachian read West Indian, housewife or whatever.)

But, as Ms Ewald herself points out, photography was one area in which her charges were not culturally or materially (they seemed to have an endless supply of film) disadvantaged. Nor is there any reason to suppose that their creativity or visual imagination were inherently less than those of their coevals elsewhere. Unfortunately, just as patronization is often the corollary of hype, so too second-class values tend to perpetuate the status of second-class citizens.

Judged purely as art, *Portraits and Dreams* is a very mixed bag. But what of its value as education? Here surely

the criterion is what effect the teacher has on his/her charges when he/she is no longer there. Of the 150 children who took part in the project, not one, it would appear, continued to take photographs beyond puberty. Not one was sufficiently fired by achievement or passion to break the social mould.

Amy Cornett quit school and married Billy Caudill, Luke Capps joined the army, and Bonnie, who wanted to be a lawyer, is a waitress at the Pizza Hut. This failure is, of course, neatly buried in the kiddy litter of sentimentality and psychology-speak. But unbury it, and what might seem at first sight an unusually successful teaching programme becomes an act of spiritual pillage, a process from which everyone seems to have derived material benefit except the children whom it was ostensibly designed to help. I hope I am wrong.

Prabhu S Gupta

Those who do not remember
the past are condemned
to repeat it

Holocaust

Yesterday's racism - Nick Cottam on 'Auschwitz' and 'Genocide', and lessons from the past

Genocide
Price £19.95 including p&p from Linda Marriott, Heron Home Education, Unit 4, Brunswick Industrial Park, Brunswick Park Road, New Southgate N11 1UL.

Auschwitz
Two videos £25 each, print materials £2 from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN. ILEA schools can purchase the videos for £15 each (£5 to hire), print materials £1.40 from Marketing and Publishing Section, 4th Floor, Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.

Talk of racism and racial tension hangs heavy in the air. A road in South Africa and the apartheid system which currently leaves that country tottering between bloody civil war and even more draconian measures of minority control. At home it explodes in Brixton or Toxteth and now Handsworth, but by and large it is contained within a democracy which gives the majority of adults the vote.

Two videos, recently released in this country and now available to schools, serve as a warning amid the nostalgic celebrations which have marked the 40th anniversary of Nazi Germany's defeat in 1945. There is no room for forgetful complacency, they say: no room to reflect patriotically and benignly on victory, when six million Jews died simply because of their racial origins. In the words of George Santayana, say the makers of *Genocide*, "Those who do not remember the past are condemned to repeat it."

Each film employs its own distinctive approach to trace the cells of resentment against successful and self-contained Jewish communities throughout Europe, erupting as they did in the racist cancer of Nazi ideology known as the Holocaust.

Genocide, which won an Academy Award for Best Documentary in 1982, is a dramatic, multi-image documentary, using old film clips, paintings, animation and documented words to chart the build-up from Nazi propaganda and discrimination against the Jews to a methodical death programme - racism taken to its ultimate degree.

The story, told through the rasping tones of Orson Welles and dramatic interpretation of eye witness accounts by Elizabeth Taylor, is of a race set apart and without a homeland, proudly separate in their sense of cultural identity.

The Jews, as every history textbook on Nazi Germany will explain, became Hitler's scapegoat for the economic and social weaknesses of his country. As such they were singled out, persecuted, punished and finally exterminated in the largest possible numbers by the Nazis. This is the conventional treatment of the subject, usually taught within the tight confines of an examination syllabus.

An immensely powerful piece of cinema, *Genocide* shows the human emotional resistance - and revulsion - to a mechanical and wholly irrational system of mass destruction. Scenes such as those showing Jewish prisoners being rounded up and forced to sing in the Polish ghetto at Lublin add a new perspective to the meaning of resistance.

And what of the outside world, of which this generation is part as it examines the events of the Holocaust? The rest of the world, explains the film, stood by in disbelief, sometimes even in apathy. Would we have done the same? Could we have done anything else even if we had wanted? Someone who did at the time is the heroic Swede Raoul Wallenberg, described in the film as "one human being that cared, one angel in this hell". Snatching Jews literally from the jaws of death, Wallenberg saved 30,000 people, the film claims.

Genocide is a sobering indictment on our ultimate capacity for blame and persecution where we do not understand. Equally sobering and more specifically geared to schools in structure and approach is *Auschwitz*, a three-part programme video which, with accompanying teaching materials, has been produced by the Inner London Education Authority's Learning Resources Branch.

By contrast with *Genocide*, which relies heavily on dramatic impact to provoke subsequent discussion and self-analysis, the *Auschwitz* materials adopt a more varied and practical approach to building a bridge between racism as it exists today and the atrocities connected with one Nazi

concentration camp. It is a bridge to build and needful of teaching.

The video itself consists of three programmes: "Auschwitz - An Exhibition", a recording of ILEA's Auschwitz Exhibition in 1984; "Teaching the Holocaust", a late and sensitive talk by Chalfont, the then education officer of the Board of Deputies of British Jews; "Talking with Survivors", a discussion between three survivors of the Holocaust and a group of London secondary school pupils. In addition, material includes a loose-leaf teacher's resource materials with "Auschwitz - Yesterday's Race and a case of three atrocity-induced booklets, "Holocaust is money", containing poems, etc and accounts of personal experience by survivors.

Auschwitz is a comprehensive radical package which, given with forethought and co-operation with teachers, has the potential to break down the limitations of teacher subject barriers. It asks fundamental questions: what is progress and why the conflict (if any) between biology and ethics? How should we respond to the Jews (and other minority groups) in the home country?

The Nazis, explains Clive Loria, managed to dehumanize the Jews (and other minority groups) by making them the subject of the subject. We and our children have the responsibility to re-humanize them in the context of racial tolerance and understanding.

seizure ("fit") which teachers encounter, together with the appropriate action which should be taken. Although rather distressing to read since this is a truly remarkable film really should be seen by every teacher in every school in this country.

The secondary function of the film is to help teachers, particularly those with responsibility for known epileptic children, deal with the subject in the classroom. Since there is very little readily available material on the subject, the pack includes detailed suggested lesson plans (which suggest possible teaching points from the teachers' background material) and a set of OHF acetate transparencies suitable for secondary biology, general studies groups.

There is rather more for teachers of younger children: one copy of a booklet called "Learning About Epilepsy" and "Surprise" a puppet called the Bubblegum pup which when one of their number has a full tonic-clonic seizure.

The problem with these (and at least) is that they both seem important. On the one hand, the booklet is a picture of a young boy Jim spread-eagled on the floor with a caption reading: "One day, while he was playing, Jim fell down. He was stiff and then he shook all over. The video is even worse; it is as if Jim suddenly broke into an explanation of the M3 money supply figures.

But then epilepsy disrupts real life like that. Standing in a pub less than three hours after watching the video, I watched a young man suffer an tonic seizure, crash to the floor as if felled by an axe, and be attended to by his friends. I knew what to do. Concussion, perhaps, but there can be no guess as to the value of this pack, which should - and must - find a place in every teacher's centre and department of education.

Hugh Davis

Small is beautiful?

Old hat or tranny cultures? Richard North watches Channel 4's series on minority nations

Small World
Channel 4, Mondays 10.00pm.

Minority nations, those awkward micro-identities lurking obstinately inside bigger states, are all sorts of things to all sorts of people. Quaint, ecological, peasant, rural they often are; but they can also be chauvinist, reactionary, divisive. They have often been oppressed, and are now prone to spawning from present small indignities protest movements which owe more to Bob Dylan than to real outrage.

I have seen all four films in the *Small World* series, and am glad to have done so. They are good pieces: one gets to know something of the James Bay Cree, the Louisiana Cajuns, the mountain Corsicans, and the Dai of south west China. Coming from Welsh TV, they are, naturally, alert to the value of language in defining a nation.

But pop-anthropology has its failings. The Cree film wondered whether the Cree can stand the invasion of TV images from around the world. But can British, US or any other culture survive them? Besides, why should the Cree be deprived of the tranny culture it is clear mankind now wants, and may refine or eschew later? Old hat culture can't be frozen for the delight of film-makers and tourists.

Worse. The Cree film talked about the people having a habitat and being in harmony with it. As animals, but not city folk, are? I resent any implication that the Cree is somehow sadder than me, though I profoundly welcome his difference from me. Variety is one of the things which makes life tolerable and more. But it is nowadays the case that different cultures must nurture their different-ness in the midst of the new comprehensiveness of the "mass" culture.

Some Cajuns, for instance, want their music, their language, and to torture chickens at Mardi Gras, but many of them see this as a strictly recreational culture. One hopes it will survive, on the diversity principle, though I cannot think chicken-bashing attractive, even if traditional.

Perhaps the mountain Corsican culture will also thrive. The film couldn't make these people attractive as they moan about the oppression of France and rural unemployment, and the way life has changed, while happily taking French dol. What do they want - the miseries and joys of peasant life (always available and now mostly loathed, from the Shetlands southwards) or 20th century social security?

As to the Chinese minority, stay with the series, I suggest, to see something of an enchanting people of Thai origins, who will doubtless mildly enjoy the tranny age, when the Chinese apparatus ceases up enough to allow it.

These films made me long more than ever for a new understanding of what peasant life must become: thoroughly modern (nothing else will keep the kids at home). The Cree and the Chinese seem to have got it organized better than most, the first with belated government support (and plenty of it cash), the latter in spite of it (and true self-sufficiency). The other two look likely to become more or less agreeable urbanists with a strong line in sing-alongs. Not a bad way to be - look at the Welsh.

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Crossing the t's

CONTINUING
EDUCATION
Still on the Move
BBC1.

"Tudor Tea Rooms . . . Have we got a table? We've got a table. A table for two? It's just the time or two the number? I'll just write a note for the table . . ." So prattled Polly James as she played a beguilingly bemused waitress in the series that made an art form of alliteration, *On the Move*.

It is now 10 years since the British Adult Literacy Campaign got underway and its distinctive symbol began to appear in both likely and unlikely places. In that first year, 10,000 volunteer (unpaid) teachers came forward to assist those adults who found the courage to ask for help with their reading. Since then 350,000 people have been helped, not least by the various BBC Television series which

have been the highly acceptable public face of the campaign.

Still on the Move (shown twice last week) was frankly a celebration of the original series, *On the Move*, and its successors, *Your Move Now!*, *Write Away* and the current *Write Now!* (BBC1, Sundays 6.20pm). In fact they are programmes well worth celebrating, with their complex mix of arthouse convincing drama, music, interviews and dancing graphics. Who would have thought that close-ups of a felt tip pen drawing lines of 't's or a pair of 't's tangoing back and forth across the screen would make compulsive peak-time viewing?

But, as *Still on the Move* admitted, the programmes could not teach though they could (and did) make people feel better about seeking help; and just as importantly, develop tolerance in those who know or come into contact with such people.

Of course, the job is in no way over and this retrospective also showed the continuing work of Adult Literacy Units (such as the one at Barking College of Adult Education) and their attempts to reach and help the estimated two or three million adults who still experience difficulty with reading and other basic skills.

What the programme failed to stress was someone's courage or triumph in scheduling that first series at Sunday tea-time, a time when the networks engage in fierce competition to woo the prestigious Sunday evening audience. Placing such a series in such a peak slot was not only public-spirited; it meant the series must have the highest possible production values. As this survey so clearly showed, *On the Move* and its successors were indeed well made programmes.

David Self

briefings
radio & tv
For schools

DAYTIME ON TWO
(Friday, Sept 20, 16.55 BBC2)
A look at the new schools programmes for the autumn term.

THE ENGLISH PROGRAMME
(Friday, Sept 20, 10.48 ITV)
A new production of Brecht's 'The Caucasian Chalk Circle' is presented in six parts, after this introduction by Professor Raymond Williams.

GENERAL STUDIES
(Mon 11.40, Fri 13.33 BBC2)
"What's Wrong With Britain?" Sixth forms investigate the problems of Britain today.

A LEVEL ENGLISH
(Monday-Friday, 00.30 VHF4)
Three units of resource programmes on A-level English

Literature, "Shakespeare's Language" uses illustrations from 'Hamlet' and other plays to show how the language was developed and the problems it causes modern readers. 'A Passage to India' looks at the religious and historical background to the novel. 'Waiting for Godot' includes a talk by Martin Esslin.

GOOD HEALTH
(Tuesday, 11.27 ITV)
What are the consequences of late nights, too many sweets and not enough exercise? Eleven to 13-year-olds see how Paul is influenced to mend his ways in 'Look after yourself'.

MIDDLE ENGLISH
(Tues 11.44, Wed 11.00 ITV)
What appeals to the readers of 'Eagle' and 'Girl'? What image do the journalists have of their readers? Alan Hydes examines the comics and sees the changes over the years.

LOOKING AT NATURE
(Wednesday, 14.05 VHF4)
A new series of magazine-style programmes to stimulate the interest of seven to nine-year-olds in the nature around them at different times of the year.

THE BIBLE LANDS
(Thursday, 11.22 BBC2)
Ashort series of programmes in which Peter Connolly presents the findings of his research into the world in which Jesus lived. 'Herod the Great' evaluates Herod's contribution to the state of Israel.

THE HISTORY TRAIL
(Friday, 10.38 BBC2)
What would have happened had the Gunpowder Plot succeeded? Was it a sham? What lies behind the celebrations of November 5? Nine to 11-year-olds investigate in the first of two programmes.

Continuing education

WORKFORCE
(Sun 19.30, Wed 11.00 R4)
Brian Redhead introduces a quarterly report on the world of employment.

DEUTSCH DIREKT
(Tuesday, 12.30 BBC2)
A new multi-media course for beginners in German helps students learn about the language and culture.

Wake up, children

. . . to a new wonderland for early-rising tots

CHILDREN'S TELEVISION
Rub-a-Dub Tub
ITV, Sundays 7.00am
TX
ITV, Saturdays 9.25am.

If there is anything worse than a gap-toothed toddler lisping "good morning" from one's television screen at 7.00am on a Sunday, it must be to have him invade one's bedroom. Such, presumably, is the adult reasoning behind TV-am's *Rub-a-Dub Tub*: well enough trained, the early-rising tots will creep down to the sitting-room and turn on the box rather than their late-sleeping parents.

What then awaits them? Not surprisingly it is an unnerveingly chirpy, primary-coloured wonderland, where everyone is also wide awake. So wide awake, in fact, that the programme begins with a sort of bracing warm-up exercise routine led by an unbearably chirpy man called Paul Springer. As if that isn't enough there is a superimposed hortatory caption: WAKE UP CHILDREN.

Guiltily watching all this one mid-week afternoon (videos were made for this), I finally fell in love with Lucille Ball. Roused by her young nephew early on in *Mama*, she opens a bleary eye and croons, "Patrick, darling, your Auntie Mame is home". Well, after a three-minute work-out I was too, even at 4.00pm on a Thursday.

Thereafter, happily, things quieten down. Cartoons alternate with odd

factual items. Jon Miller talks about animals. Dick King-Smith about his dogs. There are even stories read straight to camera. Although it is aimed at the younger end of the children's market, then, *Rub-a-Dub Tub* is hardly an innovative piece of programming. It remains faithful to the established format for weekend morning shows.

So, really, does TX, Granada's new Saturday show, despite producer David Liddiment's hope that it will "appeal to the adult in children, rather than the children in adults". On the strength of the first programme it is going to be "more stylish and prier than other Saturday morning shows", as Liddiment hopes it will. . . but then that's not so very difficult. On the other hand it doesn't break much new ground. There are three presenters and the usual quota of old cartoons (viewers are invited to write in and say what they want), competitions, film reports and pop videos.

TX is TV-talk and means "transmission", and there is certainly a live, lively feel to the programme; it may well shape up into everything David Liddiment says it will be. There is, however, a fly in the ointment. Buried in the programme is a new quiz of quite staggering banality, hosted by Steve Blackwell. Sample question: "What is the singular of 'mice'?" The quiz is called "Knock Your Block Off", an invitation which many adult viewers will find hard to resist.

Hugh David

Made in Japan

Video Letter from Japan
"My Day" and "Toku Diary" on one cassette with teachers' guides £18.95. Further information from Richard Tames, Head of External Services, School of Oriental Studies, Malet Street, London WC1E 7HP.

Introducing *Video Letter from Japan*, the Chairman of TDK explained that it was "a contribution to world culture, in a world that is becoming smaller as communications become easier". A series made with such laudable aims can so often end up being worthy, but this one makes a genuine contribution to promoting understanding between children of two very different cultures. The series was originally developed for the USA in 1982. Now it has been adapted for West Germany and "anglicized" with a voice-over in an English vernacular. It is spirited and expressive, and will mean bringing to the presentation a sophisticated perception of what views British children currently hold about Japan.

It is this quality which impresses, particularly in the first programme, "My Day". Masafumi, the 11-year-old who relates his day's events, lives very differently from his British contemporaries but is somehow very like them. There's the same facetiousness which for children is humour, the same ebullient energy, the same need for and delight in close peer friendships.

On this basis, differences become not only acceptable but fascinating. When Masafumi and his brother, Tetsu, wake in their tatami-fitted room, they fold away their futons behind cupboard doors, freeing the space for daytime pursuits. Even more impressive is the protective nature of their immediate neighbourhood. In a vast city like Tokyo, the children pour out of the apartments, coalesce into gangs and advance on their local schools - helped across the teeming traffic by a "flag lady". At the end of the school day they erupt again into the neighbourhood, able to cycle safely and freely down the parking boulevards that flank the main roads.

British viewers will relate easily to the school scenes. Not till the age of 13 does the school day in Japan become immensely rigorous and very long; at 11, there is still time and energy for city-like Tokyo. The children pour out of the apartments, coalesce into gangs and advance on their local schools - helped across the teeming traffic by a "flag lady". At the end of the school day they erupt again into the neighbourhood, able to cycle safely and freely down the parking boulevards that flank the main roads.

Further information from Geoff Foster at Yorkshire Television, the Television Centre, Kirkstall Road, Leeds LS3 1JS.

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The programmes also show the sexism of Japanese childhood, never questioned, never denied. The boys cycle and indulge in ritual mock fights, are noisy and overbearing; the girls may receive their 'fitu jobs' with the same half-joking fuss as their British counterparts, but their pastimes are skipping and blowing soap bubbles.

"Toku Diary" may be as informative as "My Day", but it is not nearly so diverting. Perhaps it is too much of a travelogue about a land too remote from Westerners; perhaps the diffusion of interest into five characters, instead of one central one also has insights provided into the traditional side are valuable and the scenery is superb.

Four further titles are available this month: "Nobles and Samurai", "Making Things", "Summer Holiday" and "My Family". Each will have an accompanying printed teachers' guide, with extensive and detailed information on the school curriculum, Japanese trade and food with succinct, annotated bibliographies.

Gillian Klein

Coping with epilepsy

Children and Young People with Epilepsy

An educational package for teachers Price £75 inc VAT
The National Society for Epilepsy, Chalfont Centre for Epilepsy, Chalfont St Peter, Gerrards Cross, Buckinghamshire SL9 0RJ.

The 1981 Education Act - the "Warlock legislation" covering children with special needs - does not directly affect young epileptics, according to an important new resource pack for teachers. But because 80 per cent of young epileptics are already in ordinary schools, writes Dr Andrew Craig, Adviser in Health Education to the National Society for Epilepsy, they can only benefit from the Act's requirement that the special needs of all children are recognized through the combined and informed efforts of teachers, parents, school governors and other professionals.

It is partly to explain to teachers the special needs of the young epileptic that the NSE has produced the pack, *Children and Young People with Epilepsy*. A follow-up to a successful earlier pack intended for primary health care nurses, it attempts to do two things.

Its primary aim is to give teachers the facts about epilepsy. To this end it includes detailed essays (Dr Craig's among them), covering both the social and medical sides of the condition. Most usefully, perhaps, there is also a video cassette - "Illustrating both 'absences' and all the main types of

seizure ("fit") which teachers encounter, together with the appropriate action which should be taken. Although rather distressing to read since this is a truly remarkable film really should be seen by every teacher in every school in this country.

The secondary function of the film is to help teachers, particularly those with responsibility for known epileptic children, deal with the subject in the classroom. Since there is very little readily available material on the subject, the pack includes detailed suggested lesson plans (which suggest possible teaching points from the teachers' background material) and a set of OHF acetate transparencies suitable for secondary biology, general studies groups.

There is rather more for teachers of younger children: one copy of a booklet called "Learning About Epilepsy" and "Surprise" a puppet called the Bubblegum pup which when one of their number has a full tonic-clonic seizure.

The problem with these (and at least) is that they both seem important. On the one hand, the booklet is a picture of a young boy Jim spread-eagled on the floor with a caption reading: "One day, while he was playing, Jim fell down. He was stiff and then he shook all over. The video is even worse; it is as if Jim suddenly broke into an explanation of the M3 money supply figures.

But then epilepsy disrupts real life like that. Standing in a pub less than three hours after watching the video, I watched a young man suffer an tonic seizure, crash to the floor as if felled by an axe, and be attended to by his friends. I knew what to do. Concussion, perhaps, but there can be no guess as to the value of this pack, which should - and must - find a place in every teacher's centre and department of education.

Hugh Davis



Mardi Gras celebrations with the Cajun Indians

4 Titles Available for Recording From Sunday 22nd September 1985	
Approximate Transmission Times	
Sunday 22nd September 5.15pm Multicultural: <i>Fre Code D</i> 7.15pm <i>Hearts of the Dragon: Caring - Repeat</i> <i>Fre Code E</i>	Thursday 26th September 8.00pm <i>Handing the Tilt Death Us Do Part - 1</i> <i>Liberty & The Black Veil</i> <i>Fre Code C</i>
Tuesday 24th September 5.30pm <i>Anything We Can Do - Series 11: A</i> <i>Weekend Away - Repeat</i> <i>Fre Code D</i>	Friday 27th September 7.30pm <i>Right to Reply</i> <i>Fre Code A</i> 8.30pm <i>A Week in Politics</i> <i>Fre Code B</i>
Wednesday 25th September 6.30pm <i>Where Do We Go From Here? - Repeat</i> <i>Fre Code B</i> 8.00pm <i>The World - A TV History: A New Order</i> <i>Fre Code E</i> 8.30pm <i>Diverse Reports</i> <i>Fre Code B</i>	Saturday 28th September 1.00pm <i>I Could Do That Is It Worth It? - Repeat</i> <i>Fre Code B</i>
For more information contact: GUILD LICENSING 8 Floy Road, Peterborough PE1 5YB (0753) 515151 Late Changes (0753) 512152 (ext)	

PRIMARY HEADSHIPS

DERBYSHIRE

See Derbyshire Display
advertisements on
11/25/85, CO/52/P. CO/70/
11/25/85, CO/52/P. Page 71
(18397)

HEADSHIPS

THE FOLLOWING HEADSHIPS ARE VACANT FROM 1ST JANUARY 1986.

Further details and application forms from the Chief Education Officer (Teachers Division) should be obtained from PO Box 67, Leppold Street, Sheffield, S1 1JH by 4th October.

BROOKHOLM JUNIOR SCHOOL, SCHOOL ROAD, SHEFFIELD, S19 6EG
Required for this Group 5 School.

CHOCKERMOOR MIDDLE SCHOOL, CHOCKERMOOR ROAD, SHEFFIELD, S8 3PF
Required for this Group 3 + 4 School.

LOW BRADFORD/DUNGWORTH AMALGAMATED J & I SCHOOL, DUNGWORTH, SHEFFIELD, S6 6HE
Required for this newly amalgamated Group 2 Junior and Infant School. The new school is the amalgamation of Dunsworth Junior and Infant and Low Bradford Junior and Infant Schools and will be based at the existing Dunsworth Junior and Infant School.

NETHERGREEN MIDDLE SCHOOL, FULWOOD ROAD, SHEFFIELD, S10 3QA
Required for this Group 5 School.

OWLER BROOK NURSERY FIRST SCHOOL, OWLER LANE, SHEFFIELD, S4 6GB
Required for this Group 5 School. The Authority is looking for an enthusiastic Headteacher willing to continue and expand an already well developed and forward looking multi-cultural curriculum, supported by excellent resources and a co-operative and involved community. This is a re-advertisement, previous applicants will be considered.

SPRINGFIELD J & I SCHOOL, BROOMSPRING LANE, SHEFFIELD, S10 2FA
Required for the newly amalgamated Group 3 School incorporating the former Junior and Infant Schools. This is a challenging job in an inner city area serving a multi-racial community, for which experience of working with children and parents of all races is an important asset. The Governors would welcome applications from all races and ethnic areas.

INSLEY JUNIOR SCHOOL, BAWTRY ROAD, SHEFFIELD, S9 1WB
Required for the Group 4 School. The school serves an area with a significant Asian population, and applicants would be particularly welcome from communities with experience of working in a multi-cultural environment. A commitment to the development of a multi-cultural curriculum is essential. An additional allowance is payable for responsibility for the Language Centre. The amount of the allowance is under discussion at the present time.

DEPUTY HEADSHIPS

THE FOLLOWING DEPUTY HEADSHIPS ARE VACANT FROM 1ST JANUARY 1986.

Further details are available from the Headteacher of the schools concerned.

Application forms from the Chief Education Officer (Teachers Division) and should be returned at PO Box 67, Leppold Street, Sheffield, S1 1JH by 4th October.

FIRS HILL NURSERY SCHOOL, ORPHANAGE ROAD, SHEFFIELD, S3 3AN
Required for this Group 4 School. An experienced, enthusiastic teacher is required with a commitment to multi-cultural education and parental involvement. Will play an active part in curriculum development and development.

LOUND JUNIOR SCHOOL, LOUNDSIDE, CHAPELTOWN, SHEFFIELD, S30 4AT
Required for this Group 4 School. The person sought should be in sympathy with the broader aims of education and have particular (proven) interest and abilities in the artistic, scientific and social aspects of the primary curriculum and in school management.

LYDGRATE FIRST SCHOOL, LYDGRATE LANE, SHEFFIELD, S10 5PQ
Required for this Group 5 School. Please contact the Headteacher for further details. (tel 0742) 862450.

PYE BANK NURSERY FIRST SCHOOL, ANDOVER STREET WEST, SHEFFIELD, S3 9EL
Required for this Group 5 + 6 School. Pye Bank is an inner city area. The school pupils come from a variety of racial groups with 40% being black - Asian and West Indian. The local community view this as an important post. The appointed person would be responsible to the Council and the school and would be involved in extending the existing initiatives in the school.

PRIMARY

THE FOLLOWING PRIMARY SCHOOL POSTS ARE VACANT FROM 1ST JANUARY 1986

Further details from the Headteachers of the schools concerned.

Application forms are available from the Chief Education Officer (Teachers Division) and should be returned at PO Box 67, Leppold Street, Sheffield, S1 1JH by 4th October.

SCALE 2 POSTS

PIPWORTH MIDDLE SCS + SPS
An experienced Middle School teacher is required to act as Year Leader and be responsible for Music.

WOODHOUSE WEST FIRST AND MIDDLE
An experienced First School teacher to assume responsibility for a curriculum area in this split-site school. Will work initially with an F3/4 class. Please contact the Headteacher for further details.

SCALE 2 POSTS

DEEPCAR ST. JOHN'S CE AIDED SCHOOL
An experienced Junior teacher is required to be responsible for Music.

FIRS HILL NURSERY FIRST SCHOOL, ORPHANAGE ROAD, SHEFFIELD, S3 3AN
An experienced Nursery Teacher to take charge of a 29 H Nursery with five staff, serving a multi-ethnic community. Applicants must be committed to parental involvement.

INTAKE FIRST AND MIDDLE
An experienced First School teacher is required to be responsible for computer educational resources.

SHIRECLIFF MIDDLE
An enthusiastic and versatile teacher is required to take responsibility for Science and Art. The successful candidate will take an M3/4 class.

WHARFCLIFFE SIDE JUNIOR AND NURSERY INFANT SCHOOL
Head of Infants.

SCALE 1 POSTS

ABBEYDALE NURSERY FIRST AND MIDDLE SCHOOL
To work collaboratively through this large inner-city school. An ability to speak Urdu and Punjabi and advantage.

ECLESFIELD TOWN JUNIOR SCHOOL
Required initially for a J1 class in a recently remodelled school. Ability and/or interest in any one of Home Economics, Art/Design or Music would be particularly useful.

HERDINGS JUNIOR AND NURSERY INFANTS SCHOOL
An enthusiastic teacher required with an interest in all age groups within the primary school. Initial responsibility will be for a J1 class.

The Council has a policy of Positive Action and particularly encourages applications from suitably qualified black teachers, and from women for senior posts.

Sheffield is an equal opportunities employer and welcomes applications irrespective of race, sex, marital status or disability.

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EXTRA SCIENCE



A real enjoyment of the sciences—third years at the World of Kant Grammar School for Girls. See page 57 "How to get WISE".

Long live sci-tech

The way ahead lies in the new curriculum, writes Michael Williams

Our pupils are being put off science! What? Put off science? Yes, pupils in thousands damn science for its daily demonstration of their failure. Wouldn't it be beautiful if they could succeed? Invent, create? I have seen the least of them do this, in the right circumstances. The "high" of teaching is when that pupil suddenly says "Oh, yes..."

In Britain teachers have had the chance to generate those "right circumstances". Teachers have had the curriculum under their control, to a much greater extent than in other countries. But, of course, we have wasted our opportunities. So now is the time to put the house in order. Let us teachers do the job right this time; it seems to be the last chance we shall have.

Where did we go wrong? Did we let too many vested interests get into the act? Did we quarrel amongst ourselves? Did we get too complicated as science grew and we allowed every new idea join the club? We did all of that. But worse, we let the academics wag the dog.

Science education in this country has fallen into the academic trap. The law that "in the absence of external forces the academic always accelerates..." has applied at all levels, but most harmfully in schools. This academic pressure is allied with the specialist study of pure (separate and single) science. The appointment of more specialist teachers over the last 10 years may have accelerated the process.

As a nation, we need academic

excellence to the highest level but as science teaching has extended its grip down the ability range — and how excellent that was attempted — so the content of the old grammar school courses has remained. What a disaster this has been! The vast majority of pupils have been learning inappropriate science packaged under dated labels for there is the further complication that not only are the syllabuses over-academic, they also bear no relation to the real subject-title they use.

Take physics, for example. Physics in schools of 1985 has little in common with the subject known today in the real scientific world. It was an ideal grammar school subject and so survived in comprehensives when they were forced to ape the old order. But now we have schools that really care for all pupils and physics has lost its place. How can the supporters of any field of study that doubles its scope every 20 years even consider using the subject title chosen in before 1870?

Why are we in this position? I have heard of a case in which a university representative demanded that Newton's laws be placed in a 16-plus general science syllabus. Do we really expect 60 per cent of our pupils at age 16 to understand "action and reaction"? Such nonsense will help to

continue the decline of science in the eyes of the pupils — and it will serve us teachers right.

The way ahead lies in the new curriculum areas. While 16-plus science staggers beneath the same entrenched demand for ancient and modern academic content, technology and electronics have given us an elegant and restrained syllabus, in keeping with Dick West's plea for "parsimonious content" in the Curriculum Review. Science for All, remember that. But only science. Yet already the chairman of the School Curriculum Development Committee refers to science and technology as a combined curriculum area. Is the brief of the Secondary Science Curriculum Review going to be too narrow to lead us out of the difficulty?

The Review discussion paper states that society and the scientific community pays a high price for early easy specialization. Bruner states that any subject can be taught in some intellectually honest form to any child at any stage of development. I claim that for the majority of our pupils the academic movement in the schools has, as far as science is concerned, lost its intellectual honesty.

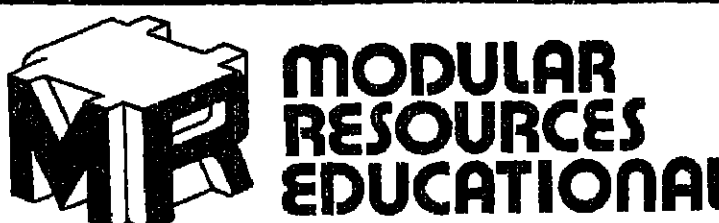
Is there a way out of the academic

trap? Will we get a chance to find a way? Central power intrudes. The DES paper, "Science: 5 to 16," may on first sight appear to show a grasp of the issue at hand. However, the discussion appears to centre on no more than links between separate areas of science, rather than on the realization that we now have a new area of sci-tech. "All science courses should have a technological content, and all technology courses should have a science content" is only a small step in this matter. And the 20 per cent of the curriculum allocated to science needs to be re-assessed in the light of the total link that is needed to technology. As guardians of a failed science curriculum we may no longer have claim on our own to that 20 per cent.

Sci-tech, the amalgam of clever

ideas with clever doing, the bringing in of the "rational application of science to the human condition" of HMI, who have emphasized that technology is involved with basic science and also with people, society, reason, decision-making, and processes in politics and industry. Out goes the point-eared Spock image of emotion-free science and in comes a subject that all can relate to. And that is the key point — sci-tech is available to all pupils, not just an elite.

What will sci-tech consist of? In its simplest form I suggest two complementary sections that will be dealt with together from the earliest stages. One is the whole area based on natural observation and the molecular properties of materials; not just chemistry and biology, but also geology, food, people and life. The other has to deal with physics and technology: the mechanical devices with which human beings have surrounded themselves, and the ways in which they have extended themselves. In each area the core element is people. The future of science education lies with sci-tech. And sci-tech is a humanity.



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ings. The practicals range from tried and tested favourites to new material, many of them making use of a computer, a microprocessor or an operational amplifier. A typical two-page description of an experiment starts with a brief outline followed by a diagram showing the principal equipment required, then experimental details are given leading to suggested results. Questions to be answered or suggestions for the students' written reports are usually included.

There is a lengthy section at the beginning describing the groundwork of experimental methods including two facsimile examples of students' write-ups. Most students will find this section too wordy and the content could be better used as the basis for discussion a lesson.

The A4 format teacher's book contains brief comments on most of the experiments and lists the equipment

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Parkside Drive, Hemel Hempstead, Herts.
Required for 1.1.86, a teacher of Boys' P.E. and Games, and Games 5 Subjects with a third year class, Scale 1. Application forms and further details available from the Head of the school, see page 124222 (18422)

OXFORDSHIRE
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DONNINGTON MIDDLE SCHOOL
Donnington Road, Oxford
Group 6 N.O.R. 390
Required from 1st January 1986, a year 5 teacher for third and fourth year Boys' P.E. and Games. Further details to the Headteacher. (184201) 125620

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BARKINGLY HILLS MIDDLE SCHOOL
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Monks Kirby, Rugby CV23 0RA
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Liphinst, Southampton, Hants. PO4 8NW
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No. on Roll: 528
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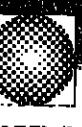


Illustration of a nuclear reactor core.

The great chemistry teachers of the past, like Dalton and Faraday, worked miracles for science education using candles, jam pots and bits of string. This is often used as justification for criticizing expensive innovations, the latest of which is the microprocessor.

The criterion by which I judge the quality of a piece of software is that it must enable me to do, on a computer, what I cannot do, with equal effectiveness, on a blackboard. To fulfil this requirement, the computer has two principal advantages. It can perform calculations and handle data far more rapidly and accurately than can any human, and it can draw and manipulate pictures in ways that might otherwise be difficult or impossible.

Having used computers for the past two years in the teaching of chemistry I have come to some conclusions as to the types of software most likely to be of value. Computers are fast calculators. Fourth formers are notoriously slow. The level of mathematical ability required for O level chemistry is not high. Most numerical problems are variations on a relatively straightforward theme, for which the student wishes to know the right approach to solving a simple problem. He must perfect his method by tackling a large number of similar problems in a small number of lessons. If this number of lessons goes beyond three or four, restlessness sets in, with concomitant difficulties for the teacher, who also wishes to move to the next item on the syllabus, but cannot do so until the present has been mastered. A simple program, not to give the answers to calculations, but to check those already worked out by the student, provides an incentive to work through more problems in a limited span of time.

Experience has taught me that, in a 40-minute lesson, I can expect my pupils, on average, to complete about three calculations. If, however, I give them a sheet of problems, and allow them, perhaps after completing the first half-dozen, to check their answers on a computer, I find that their work rate more than doubles. Checking answers on a computer is a much greater encouragement to effort than looking them up in the back of a textbook. As every teacher knows, motivation is the name of the game.

The experimental nature of chemistry makes it exciting to most pupils during the first years of secondary school. But when the time comes for the theoretical basis for the experiments to be explored, many pupils begin to lose interest.

The concepts on which chemistry is based are abstract. What the pupil sees happening in a test tube has to be related to an idea of which he or she might have a very hazy understanding. A program which gives pictorial representation to these abstractions will

Fast worker

Using the computer in teaching chemistry

by Tony Toole

help to lower the barriers to understanding, particularly if the graphical elements can be manipulated on a screen in ways they cannot be in a textbook or on a blackboard.

For example, I have found that many pupils, possibly the majority, have difficulty imagining what occurs during a precipitation reaction. If solutions of sodium chloride and silver nitrate are mixed, a white precipitate forms. A chemical equation can be written for the reaction: $\text{NaCl} + \text{AgNO}_3 \rightarrow \text{NaNO}_3 + \text{AgCl}$ (sodium chloride + silver nitrate → sodium nitrate + silver chloride). Pupils readily comprehend that the silver and chloride ions join together to form silver chloride, which is seen as a white powder in the test tube. They fail to understand, however, that the sodium and nitrate ions do not combine, but remain randomly distributed throughout the solution. What is lacking is an understanding of the nature of an ionic solution. A film-loop type of program, using moving graphics, can help dispel this misconception.

The "number crunching" and graphics facilities of a computer can be effectively combined in programs which explore what may be on a syllabus, but impossible to investigate in a school laboratory. In studying industrial processes, a computer can simulate, graphically, the parts of a manufacturing plant, to give a simple picture of the different stages in a process. The student can then study the effects of changing the ambient conditions, temperature, pressure, etc. He can thus gain some insight into the differences between laboratory chemistry and large scale chemical engineering. Economic factors can also be incorporated into such programs.

A similar approach can also be made to experiments which require apparatus that is too sophisticated for use in the average school.

Even in real experiments under laboratory conditions, the computer finds a use. There are occasions on which an experiment needs to be studied by means of changes within the

experiment. Information gained from such changes can lead to a better understanding of the kinetics or mechanism of the reaction. However, this information is often obtained by means of slow methods, such as titrations, and the results frequently prove unreliable. By interfacing a computer with the experiment, these results can be obtained more rapidly and accurately.

A classic O level experiment looks at the rate of a reaction by examining the cloudiness of a solution forming precipitate of sulphur. It is extremely difficult for the human eye to detect when the suspension reaches a certain degree of opacity. A computer would have no such difficulty.

The use of computers as game-playing machines should not be discouraged by the educationist. Few things stimulate the learning process better than the realization that it can be fun.

Some concepts, simple in themselves, require continual reinforcement and practice. A pupil can quickly learn to handle the notion of valency, and use it to work out formulae of compounds of which he has never heard. The difficult part comes in remembering the valencies of the two dozen or so elements and groups he will need to know for O level. A well designed program can draw the names of chemicals out of data stored in the program, ask for a formula or valency, mark the answer, correct mistakes and give a score out of ten. The pupil enjoys competing against himself or others in the class, and without conscious effort, assimilates knowledge which, though essential, is relatively uninteresting, and a bore to have to learn in any other way.

For a number of years I have concluded my O level courses by spending several weeks working through revision notes with my pupils. The notes, comprising some 30 pages, I have printed using a spirit duplicator. Unfortunately, the master copies fade, necessitating a complete rewrite every couple of years. To avoid this time-wasting activity, I have now stored my latest rewrite of my entire notes on a single floppy disk, from which any number of copies can be printed at any time. The additions, deletions and updating that will become necessary from time to time can be completed in minutes rather than hours.

No advances in technology will ever hide the inadequacies of the incompetent teacher. Nor will they ever supersede the human qualities of the best educators. What a computer will do is offer the average, or above average, teacher, who is already doing a very good job, yet another useful tool with which to tackle the often intractable problems of handling the world's knowledge up to its inheritors.

M A Toole teaches chemistry at St Cuthbert's High School, Newcastle upon Tyne.

With motivation in mind

Julian Swain introduces the ILEA Graded Assessments in Science Project

All school subjects contain their own intrinsic motivation, but the demands of examinations may tend to destroy this. For some time teachers have been saying that there must be alternative and perhaps better ways of motivating pupils and assessing their progress than the present examination system. It was with this in mind that several graded assessment schemes were initiated in the ILEA, science being one of them.

The ILEA Graded Assessments in Science Project (GASP) is a joint venture involving the ILEA, the Centre for Science and Mathematics Education (Chelsea College), the University of London School Examinations Board (ULSER) and the London Regional Examinations Board. Full time work was started by three seconded ILEA teachers under the general direction of John Bausor (ILEA science inspector) in January 1984. The team of teachers works and reports to a management committee comprising representatives of the bodies involved. There is also a consultative committee which provides a wider perspective on project issues.

There are several aims for the project. First, it is hoped that all pupils will gain a sense of achievement in science and so help motivation throughout their secondary schooling. Second, the graded assessment proposed will more closely match the rate of pupils' development, as pupils will only take the assessments when they are ready to do so. Third, the scheme should lead to some form of profile (both formative and summative) which reflects the range of pupil aptitudes and achievements.

The proposed scheme has some analogies with music assessment, in that pupils will be awarded a certificate for their achievement at different levels and in several scientific areas. The exact number of science levels has yet to be decided, but if one of the primary aims of the project is to be achieved, that of motivation of pupils, then a large number (at least 10) will be needed. It is the intention of the examinations board to validate and certify these levels of achievement, and it is hoped that at some higher levels there will be an eventual link with the forthcoming GCSE.

A three-dimensional structure for assessment has been chosen based on three inter-related areas: Content, Process-skills and Explorations. Creative science results when content and process-skills are synthesized in a new way. Explorations provide an opportunity for this activity.

The content dimension of science is complex. Its body of knowledge encompasses facts, specific terminology, conventions, methodology, etc. The pupil in science uses knowledge of facts and specifics to make generalizations. The generalizations are used to produce the concepts and laws which form the basis of science.

In the early stages of the project it quickly became apparent that a wide range of science courses existed in schools. The intention to avoid prescribing one particular science core dictated that a mechanism must be established by which teachers following the own individualized courses could participate in the graded assessment scheme. This has been achieved by teachers writing questions for their own courses and from these questions it has been possible to identify content areas which are common across several syllabuses. In addition certain topics, specific to particular syllabuses, are emerging.

At the first level it is proposed that pupils should master three units of content chosen by the school; each unit of content will represent approximately four weeks of work and mastery is defined as gaining a minimum of 75 per cent acceptable responses across a range of assessments associated with

that unit of content. An element of delayed assessment will be included as well as an element of "live" assessment during lessons.

Science process-skills encompass both intellectual processes and manipulative skills. The project uses a detailed list which attempts to reflect the sequence of activities in performing an idealized scientific enquiry, ie planning, implementing and concluding. Within each of these three phases there are a number of "macro" process-skills, which have been further subdivided into "micro" process-skills. It is not envisaged that the process-skills in the GASP list will be assessed in each of the assessment levels. The team, in conjunction with teachers, is developing assessment material for the lower levels of process-skills. For example, at the first level pupils are required to show ability to follow instructions, use basic apparatus such as pouring devices, rulers, and other optional items, read scales and make simple observations. The assessment of all these process-skills will take place in the context of normal classroom lessons.

An exploration is similar to a project or a problem, and is characterized by its open-endedness and an element of enquiry. It consists of the presentation of a problem, theoretical or practical, which is new to the pupil and may be new to the teacher. The exploration will require a measure of care and thought in order to find the solution. The explorations dimension has therefore two main functions. The first is to bring together content and process-skills for the purpose of tackling problems, and so reflect the nature of scientific activity and also the way in which scientists work. The second is to introduce imaginative and creative aspects of science, which have been somewhat neglected in many existing science curricula.

Some explorations may require little or no apparatus but will involve the use of the library. Pupils will bring together information from various sources and then prepare a report. Another type of exploration may ask how and why something works. Many Explorations will require apparatus and the activity will be akin to a piece of mini-research. There will also be opportunities for cross-curricular activities with say maths, CDT and home economics, etc.

The assessment of explorations will be a difficult task and several approaches are being tried. These range from the use of detailed descriptions and allocation of marks to the ticking and counting of "can do - cannot do" statements.

In the first level it is proposed that pupils should be assessed on two such explorations, one practically based and one non-practically based. During the last 18 months both theoretical and practical foundations have been laid. Work with pre-trial schools on the three dimensions of assessment has shown that graded assessments in science can work. From September 1985 onwards formal development trials in schools will commence and pupils should soon begin to receive the first of their graded assessment certificates. In this respect it is hoped that at least 95 per cent of pupils in the trial schools will receive at least one certificate by the end of their first year of secondary schooling, thus giving them a sense of achievement at an early stage and motivating them further.

The establishment of a graded assessment scheme in science will not be an easy one. However, the creation of a system in which pupils will know what they can do rather than what they cannot do must be of increased benefit to parents, employers and others.

Dr Julian R L Swain is one of the three teachers seconded to GASP.

Mystic physics

Quantum questions: Mystical writings of the World's Greatest Physicists. Edited by Ken Wilber. New Science Library/Routledge and Kegan Paul. 03947 2338 4 (paperback)

Making connections between the ideas of modern physics and the experience of Eastern mysticism has become something of a fashionable activity since Fritjof Capra published *The Tao of Physics*. The editor of this anthology presents the views of the architects of modern physics on the relationship of science to religion. The writers, who include Planck, Heisenberg, Schrödinger and Einstein, clearly identify the limitations of their subject, dealing as it does with the material world in a rational way. They all acknowledge an important reality beyond or separate from physics, which is why the editor refers to them all as mystics. There are some connections between these domains they assert, but these are more like insights than arguments or "facts". Hence Einstein's characterization "Science without religion is lame, religion without science is blind". The editor's purpose in compiling the book is to show that physics and mysticism are each important enough in their own right not to need the support of the other. The dangers of an dependent relationship are exemplified by Bertrand Russell's caustic comment: "Sir James Jeans deduces it from the fact that they do". (Incidentally, both writers are shown to have been misinterpreted in this volume.)

One might object that the philosophical thoughts of scientists have no particular claim to authority. However, the overthrow of deterministic classical physics by these physicists was a revolution which left so many theoretical holes in the universe that it is not surprising that they chose to try to fill these on philosophical and religious grounds. Their efforts I found well-written and thought-provoking, and not surprisingly, full of paradox. The fundamental paradox is the book's purpose, to persuade the reader that there can be no proof of mystical experience. In this the book succeeds... I believe!

Martin Hollins



'The Return of Huiyue's Comet' by Patrick Moore and John Mason has been revised and put into paperback in time for the sighting expected later this year. Published by Patrick Stephens Ltd it costs £4.95 (0 85059 750 0).

Changeover

Dick West, who directed the Secondary Science Curriculum Review since its establishment in September 1981, joined the Inner London Education Authority as Staff Inspector (Science) at the beginning of this month.

For this academic year Mick Mitchell, formerly Dick West's deputy, is Director of the Review. He will be succeeded in September 1986 by Dr Jeffrey Kirkham, presently Principal Science Adviser with Leicestershire Education Authority.

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Basic and biology

Computing for Biologists. By Alan Fielding. Addison-Wesley £8.95. 0 201 14574 X.

The would be learner of BASIC is today faced by a bewildering assortment of books. Even for somebody with reasonable experience, sorting the good from the not so good or worse, is at the very least, time consuming. Certainly, there is a case for teaching computing to pupils in school, though after the first flush of enthusiasm, which resulted in curricula mainly devoted to computer science per se, there has been some realisation that it might be better to place the emphasis of instruction on applications. Thus, some children are unlikely to need much knowledge of interfacing or programming, but will need keyboard skills and to have experience with the categories of software likely to be used in offices. Like other machines, the microcomputer is a tool and it is therefore reasonable, even for those who will be used to know something about their education, to relate aspects of their education to computing in some of the traditionally taught

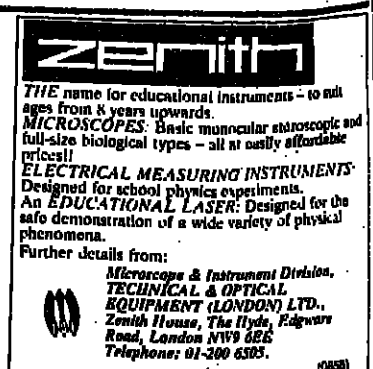
areas of work.

Though Fielding's prime objective is to provide an introduction to computer science, he has emphasized aspects of particular importance in biology. This isn't too obvious from the list of contents, which reads like that of any other elementary book on computing, with chapters devoted to programming languages, loops and arrays, functions, strings, files, graphics and other topics which will be familiar to those who have developed a reasonable knowledge of the subject. To be fair, though, his text is subtitled "An introduction to BASIC programming with applications in the life sciences", so it is in the program examples that biologists are most likely to find items of particular interest. For instance, there are programs designed to calculate relative centrifugal fields, the pH of dilute salt solutions and amino acid sequence identification. The more obvious applications, like statistical analysis and graph construction, are also included. There is a very useful chapter on computer simulation. Fielding also discusses computer communications and local area networks, along with databases and facilities for on-line information retrieval. But it seems regrettable that while listing examples of some of the mainframe databases, he hasn't given enough information to allow a user to get in direct contact with the providers of such services. Finally, *Computing for Biologists* contains short sections about working with mainframes and program optimization. Three appendices provide introductory information on interfacing, number storage systems, sources of

error and answers to problems set in the text, as well as the inevitable, but necessary, ASCII code conversion table.

This book is not based on any specific microcomputer, but the program it contains are written in a general BASIC which should run on most. Being a biologist himself, Fielding has adopted a sympathetic approach which will, hopefully, help those colleagues who still feel some reticence about this intriguing, but extremely time consuming, activity.

Peter J. Baron



SCIENCE EXTRAS FOR 1986 WILL BE PUBLISHED ON APRIL 18 AND SEPT 12

Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

Bringing home the bacon

Philippa Davidson visits Oathall School farm

I had arrived at an opportune moment, said Howard Wood, teacher in charge of Oathall School farm, Haywards Heath. A representative from the local agricultural college had called to perform a routine operation on some calves and the fourth year CSE Rural Science group had just witnessed "disbudding", or, to the layman, the removal of the horns. Slightly dazed by its local anaesthetic, the six-week-old cross-bred Charolais remained docile as the surgeon trusted it ready for the gelding knife. I hung around the door ashamed of feeling slightly queasy, and two of the more faint-hearted girls (I'm afraid to say) joined me. Some boys volunteered to help as each step was explained - beginning with the hygiene procedures - and the operation swiftly and cleanly performed.

No blood, no fuss and two castrations later, back in the classroom there were lots of questions. "Why didn't the calf feel any pain?" "Shouldn't the water have been changed between operations?" The group will write up its notes later, but for the moment pupils have learned far more from this morning's experiences than from reading a textbook.

Oathall School farm was founded in 1938, when it made the columns of the local paper as part of the wartime "Dig for Victory" campaign. When Howard Wood took over nine years ago "it was just a few rabbits, a guinea pig and some run down outbuildings". Now it is a thriving mixed farm of some five acres, with most of the farming area being grassland turned over to pasture for the sheep and cows. Drainage is a problem; the land is water-logged for much of the year. However, trial plots of cereals are grown each year so pupils have the chance to observe a rotation of wheat, barley, oats and oil-seed rape.

The farm has two Jersey cows, three sows, a dozen hens and the same number of sheep. The Jerseys are reared for their milk; beef calves are purchased regularly and sold at six months. The sheep provide meat and fleece; there was a pile of it in the classroom waiting to be taken to market. "You get a better price later in the year," said Howard.

Although its primary aim is educational, Oathall School farm is run on commercial, though non-profit-making, lines. In a low spending authority like West Sussex reliance on commercial sponsorship is a necessity. The most recent addition to the farm buildings is the calf and pig unit - erected with the help of some youngsters from MSC - which will house up to six calves and two litters of pigs. Other donations have paid for the sheep dip, and the walls of all new constructions are adorned with plaques commemorating the generosity of sponsors. The next item on the shopping list is a tractor. The existing one, currently on hire from Massey Ferguson, is to be made available at a reduced price, but

the school still needs to raise £2,200. Talking to Anthony Bamford, head of science, I found out that the farm, despite the prestige it brings to the school, also creates tensions. These are particularly felt in the science department, a large and active one in a comprehensive of 1,200 pupils. While everyone agrees that the farm should be an integral part of the department as far as the curriculum is concerned, the fact that its resources and the salary of the technician - employed part-time to help with administrative duties - have to come from the departmental budget causes some resentment. Nevertheless, Howard Wood is grateful for the removal of many of the numerous pressures unconnected with teaching. The recent establishment of a committee of school governors and parents (including a local farmer) to supervise the commercial aspects of the running of the farm is particularly welcome.

Headmaster John Rimmer said people sometimes talked as if Oathall was "a farm with a school attached". He was at pains to stress that though the farm was an important part of school life, the school's record of educational achievement, its computer facilities and sporting results - were all just as vital if less newsworthy.

How is the farm integrated into the science curriculum? In the first year children spend two weeks observing and recording, and in the second year this period is increased to eight weeks. In the fourth year a general science course "Science at Work" focuses on the farm, and there are always large numbers opting for CSE and O level Rural Science. This term the two CSE groups have 20 pupils each - rather too many for the detailed observational work that forms a major part of the course. There are always opportunities for activity as well as observation, from mixing the special "show feed" to clipping the piglets' teeth and giving them their injections. It is remarkable that in nine years only one pupil has fainted!

Liaison with local primary schools has enabled younger children to enjoy a range of first hand experiences - in absolute safety. However, within the school links with the rest of the curriculum have perhaps not as yet been exploited to their full potential. The home economics department makes use of the farm's facilities to demonstrate cheese-making and weaving to pupils, though on the day I visited the only discernible cooperation was a class engaged in making sandwiches for a reception to entertain local benefactors.

Central to the smooth running of the farm is the Young Farmers Club, a group of 100 enthusiasts hand-picked to attend to the day-to-day routine work. There is always a long waiting list to join, but although pupils love the idea of working with animals the discovery that they will have to come in



Oathall pupils learn about all aspects of animal husbandry. Here a sheep has its foot sprayed against foot-rot.

every day of the holidays (including Christmas) dampens some of the initial ardour. One Young Farmer said the worst thing was getting up on a cold February morning to muck out the cow shed. "I didn't detect any trace of sentimentality about animals, nor any sign that pupils were unduly disturbed by moral considerations. 'No, we're not vegetarians', said one, "... though I wouldn't eat veal because of what they do to the calves".

Many of the pupils involved in work on the farm are from a farming background. Others are simply interested in animals, and plan to use the experience in their future careers. One girl spends all her spare time helping the local vet, another has farm management in view. Some Young Farmers are so dedicated they choose to come back to do odd jobs even after they have left the school. One 16-year-old is setting up his own business, offering his services as a gardener at £2 per hour. Although there is virtually

no unemployment in West Sussex, any pupil who has worked on the farm is sure of a job in agriculture if he or she wants one, and communications with local farmers are excellent.

Oathall farm has nothing to do with the other stereotypical images too frequently found in farming books and perpetuated in some of the publicity that surrounds the farm. "It is about people and animals learning to live compatibly together," said Howard.

It may be as well to set aside any feelings of unease about an enterprise which contributes to the stocking of the deep freezers of the Haywards Heath bourgeoisie with pork chops, or about the fund raising which has had to overcome the l.e.a.'s lack of financial support. No visitor to the farm could fail to recognize that it is providing Oathall children with a unique educational experience regrettably denied to the majority of their contemporaries.

Focus on attitudes

The Personal Response to Science, by John Head
Cambridge University Press £3.95, 521 27808 2.
Visual Communication in Science, by David Barlex and Clive Carré
Cambridge University Press £4.95, 521 2786 0.

How do you feel about science? Many of us, I suspect, would feel uncomfortable about the question and would much prefer to be asked: What do you think about science? John Head's invaluable contribution to the current debate about the science curriculum firmly focused on our attitudes and how they affect the subject and career choices we make. It is a wide-ranging study which makes considerable demands upon the reader. The effort expended on engaging with the ideas is well rewarded. The book, like the science it portrays, invites our involvement. Drawing upon the work of philosophers of science and psychologists, it paints a balanced picture of the nature of science and the implications for the curriculum.

Of particular concern are the choices pupils make either to study science or not to study science. If they do decide to study science some are evidently successful while others are not. The conceptual demands of the subject are well known, but there are other factors also at work. The image that pupils have of science, its impersonal and masculine nature, and the response they make to this image in relation to their own self-image are seen to be crucial. The medium is the message; content and method are inseparable. What we teach and how we teach will either reinforce the old stereotypes of science or enable pupils to appropriate for themselves rich meaning and significance. I thoroughly enjoyed reading this book, particularly the second time!

Visual Communication in Science is quite a different kind of book but belongs to the same Cambridge Science Education series. It contains plenty of helpful down-to-earth ideas on improving the visual presentation of lessons, but these are grounded in sound principles of learning which are carefully explained. The book can therefore be read with profit to extract such ideas for incorporating into lessons, but it also provokes us into thinking more deeply about the learning process and the way in which pupils engage with ideas. The importance of being able to visualize processes and situations is stressed, and the important role that good visual material can play in facilitating this. It is highly appropriate that a book on such a topic should be so well illustrated. Both good and bad examples of visual material are well presented, although it is a pity that it was not possible to include colour illustrations.

Terry Martin

Interactive infusions

The Science and Technology in Society project introduced by John Holman



"So what was the point of teaching us that, Miss?" The question may not always be asked as directly as this, but it's often behind the glazed look in students' eyes, and lurking at the back of the science teacher's mind too.

For the large majority of school students, the main point in learning science is if it will be of some use to them in the future. Perhaps it will teach them some skills that will be of future use, or an approach that will help them tackle future problems. Today's students will grow up in a world dominated by science and technology, where an understanding of science will be an aid to successful living - and quite likely an aid to getting a job.

Yet much of what currently gets taught in secondary schools is of little relevance to everyday life. Students are often taught about the structure of the atom, but how many can talk in an informed way about the issue of nuclear power? Fluorine is frequently studied in chemistry courses, yet how much reference is made to why and how fluoride is added to drinking water, and why some people object to strong? Much of what is taught in school science is academic and theoretical, and far removed from students' everyday experience, instead of familiar, practical and useful - and, as a result, interesting.

These shortcomings are reflected in the recent DES publication "Science S-16: a statement of policy", which urges that science education should be presented in a way that allows students to see its direct relevance to their lives. The National Criteria for GCSE sciences reflect the same concern: the Criteria for Chemistry, for example, stipulate that at least 30 per cent of any complete chemistry syllabus should be concerned with Chemistry in Industry and with the social, economic, environmental and technological applications of the subject. Similar requirements exist for other science subjects, yet there are few resource materials available to help teachers meet these demands.

It was with all this in mind that the Association for Science Education (ASE) turned its attention to the problem of making science for 11-16-year-olds more relevant to everyday life. There are of course many possible ways of tackling the problem. One approach would be to start from scratch, to do away with all that has gone before and to write new science courses from the "bottom up", starting with those things that are familiar to children and which they have a need to know. Such an approach is being successfully applied in the development of the new York Chemistry course. But the National Criteria make it clear that, during experiments apart, the subject matter of future science courses will be much as before, though with an infusion of social and technological relevance.

As a result of its deliberations, the ASE launched the Science and Technology in Society project (SATIS) in September 1984, with the objective of providing teachers with appropriate resource materials and teaching strategies. The task has been to identify areas of the science curriculum with close links to social and technological issues, and to produce resource units which teachers can use in conjunction with their mainstream science teaching. The units are all short, occupying a double period or so of classroom time, and the intention is to produce around a hundred separate units spread widely across the science curriculum. For example, Nuclear Power has clear links to work on atomic structure, Fluoridation of Water Supplies relates to the study of halogens and of teeth, and Fibre in your Diet can be used in conjunction with the study of digestion.

Many of the areas covered by SATIS units are relatively unfamiliar territory, and often a new teaching technique is called for. In any case, every experienced teacher knows that reading or listening are inefficient ways of conveying information and changing

students' attitudes. Much more effective are teaching techniques which involve students in an active and positive way - for example, discussion, decision-making and data-handling. SATIS units involve a range of interactive teaching techniques, including discussion, questions, simulations, role-play, data analysis, problem solving, surveys and experimental work.

What's in our Food?, for example, begins with a shopping basket survey at home, in which students look at the ingredients lists on a range of foods, focusing particularly on the E number additives. Using a factsheet they can work out what each additive is intended to do, and this analysis leads to a discussion of some of the wider issues behind the use of food additives, such as safety and consumer information. The Bigger the Better? is a data analysis exercise in which students are given information relating to the economics of running petrochemical cracking plants of different size. They find that on economic grounds alone, a big cracker is always better, but discussion questions probe some of the shortcomings of economies of scale, such as overcapacity and industrial relations problems. Food from Fungus looks at an important advance in biotechnology: the production of mycoprotein, a novel food made by growing a microscopic fungus on glucose syrup. Students are given information about the new food, its nutritional advantages and how it is made - and then they are asked to plan a marketing strategy to persuade consumers that the new product is worth trying.

SATIS units are currently being trialled in a wide range of schools across England and Wales. Initial results are encouraging: teachers report that students are motivated by the different teaching approach and by the study of subject matter relating to their everyday lives. Students welcome the opportunity to express a point of view and to think creatively in ways that do not often present themselves in normal science lessons. As always, trial results have to be treated with caution, but it does seem that the general strategy of the project is appropriate.

Following trials, the SATIS materials will be revised, then published in the form of copyright free masters from which teachers can reproduce the copies they need. They will be accompanied by a Teacher's Guide giving the overall philosophy of the project and guidance on some of the teaching techniques. Group discussion, for example, is an activity with which many science teachers are unfamiliar, accustomed as they are to the more conventional techniques of laboratory work, reading textbooks and so on. The Guide will give help with such problems, as well as suggestions for other activities such as class visits, science trails, and the use of newspapers and magazines as starting points for science lessons. Both Teacher's Guide and Students' Resource Units will be available from the ASE in Summer 1986.

In the long term, the best hope is that teachers will develop ways of relating science teaching to local industries and local issues, and that they will produce their own resources based on local, up-to-the-minute topics. In the meantime, the SATIS project is an attempt to show the way towards making science education more relevant to technology, society and the world outside the classroom.

John Holman is Head of Science at Watford Grammar School and Project Organizer of Science and Technology in Society.

Offshore opportunities

Oceanography is broad science with attractive prospects.

Report by Iola Smith

"Oceanography is a subject hampered by bad publicity", according to Professor Denzil Taylor Smith of University College, Bangor. "Pupils and teachers shy away from it, fearing that it's a highly mathematical topic. But it isn't. Rather, it's a very broad science which encompasses biology, geography, chemistry and physics as well as maths."

In order to convince pupils of this fact, Professor Taylor Smith has just written 4,000 letters to schools and FE colleges spelling out the attractions of oceanography. One of its major assets is that it is a subject with job prospects. There is an annual shortfall of graduates, especially in the field of offshore geology. Additionally, there is less competition for university places. Bangor, for example, is now expanding facilities to accommodate 25 more first year students in October. This UGC-sanctioned expansion will continue for at least the next three years - a situation unparalleled during current financial cut backs.

Unlike many other disciplines, teaching isn't limited to lectures and lab sessions. Oceanography students must be prepared to face the elements because up to six weeks are spent on research cruises in the Irish Sea aboard the university's 90ft long ocean-going vessel, the *Prince Madog*. Up to 18 students can be accommodated at one time, and a trip in the boat is also one of the highlights of the annual conference for sixth formers and their teachers held at the department's Marine Science laboratories on Anglesey.

Island research and day voyages are undertaken in the college's 11ft long second boat, the *Lewis Morris*. Not quite as luxurious as the QE2 perhaps, but the opportunity to go cruising adds to a subject's popularity. Teachers and heads are kept abreast of developments by means of regular meetings with the department's nine members of staff. Bangor's department is one of only two in the UK (the other is at Southampton) and it is closely linked to a neighbouring contract research Unit of Coastal and Estuarine Studies. It has also taken over a former national marine biology research centre to strengthen its exper-

tise in environmental oceanography. This merger has led to the creation of the only School of Ocean Sciences of its kind this side of the Atlantic.

Pupils are introduced to a wide range of topics from investigating the evolution of oceans to utilizing the sea as a source of food and energy. The latter is vital according to Denzil Taylor Smith. "Marine research enables the sea's resources to be harnessed to support the world's growing

population". Additional courses - some of which are available to postgraduates - are structured to give other science students a basic understanding of marine ecosystems. Oceanographic survey techniques, resource assessments and environmental protection are taught together with fisheries management and the economic benefits which can be derived from the sea. It is obvious, therefore, that Professor Taylor Smith is right in pointing out



that there is far more to oceanography than just maths. As he puts it, "The subject covers issues as diverse as tides and the chemistry of sedimentary deposits, the geological structure of the ocean floor and the interaction of ocean and atmosphere. Environmental issues such as waste discharge in coastal waters and the construction of coastal defences are also included."

Now that the traditional misconception has been cleared, he hopes that many more sixth formers will consider studying the topic. All potential students and their teachers are welcome to attend the Bangor University College labs to discuss courses. There will also be a chance to discover how the subject investigates the sea's resources, and to find out that, despite getting wet, it is fun to mess about on the water.

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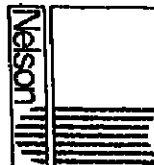
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Suffolk science starburst

Mike Coles and Chris Sunley attempt to capture the spirit of an exciting initiative generated by science teachers

The development of Suffolk Science was initiated when Suffolk I.e.s., in responding to the DES circular 6/81, declared its policy for "The Scientific" in the curriculum. This progressive statement, produced as a result of large scale consultation between advisers and teachers, is now published in the County's "Professional Papers". The simultaneous emergence of the Secondary Science Curriculum Review, offering a national framework for curriculum development, served to encourage teachers to be more optimistic and ambitious in the design and implementation of their new science curriculum. The SSCR accepted Suffolk's proposal for the development of a balanced science course for the full examinable range leading to double certification only. Suffolk Science has thus developed as a three year course of modular design which retains the distinctive elements of biology, chemistry and physics.

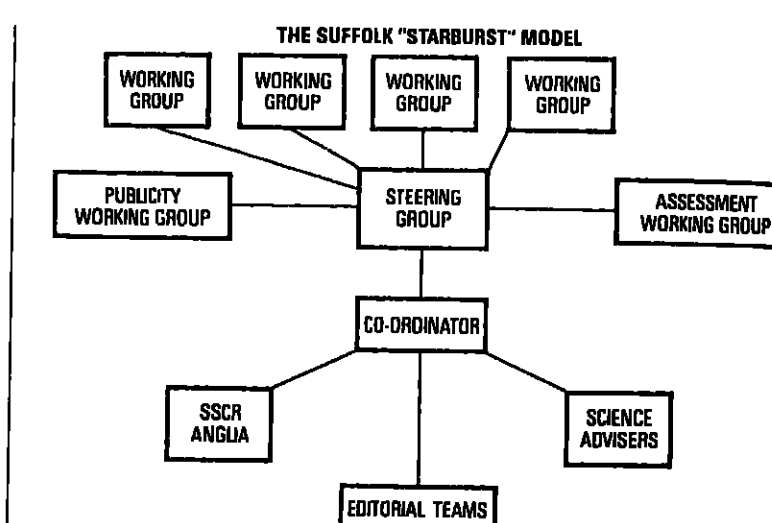
The first task facing Ken Dobson, the teacher seconded to coordinate the first year of the development was to create a framework which would encourage and support the participation of as many science teachers as possible. This framework, now known as the "Suffolk Starburst" model, is shown above. In addition there was a determination to sample a wide cross-section of opinion before deciding on a particular course structure. Consultation with parents, teachers in FE and HE, and with employers (both at local and national levels) helped to clarify our ideas.

A consultative conference and a series of brain-storming meetings confirmed our belief in a process approach, and produced a consensus of what the "big ideas" of biology, chemistry and physics were. Anchoring these ideas to what we believed to be relevant to 16-year-olds has given them a degree of stability as the consultation process has continued. A content framework has now been developed around these ideas.

The curriculum model adopted is one of an "organic" curriculum which:

- will respond to its environment,
 - is adaptive,
 - is capable of growth and evolution,
 - is capable of the elimination of waste.
- This model has allowed teachers the freedom to select content without feeling constrained; in other words, a process approach. This model is in sharp contrast to the "objectives model", which is tightly structured, and more difficult to adapt to the changing needs of the classroom. Each proposed content area has been scrutinized against each of these criteria:

- will it be seen by pupils as relevant to life and work?
- is its approach at appropriate cognitive levels?
- will it develop useful skills?
- will it encourage appropriate attitudes?



- will it allow exploration and investigation?
- is it "user friendly" to male and female?
- does it prepare for further specialist study in all the individual sciences?

Alongside the content development, teachers were searching for an alternative to content-based assessment. The advantages of using assessment in a positive way to encourage skill development were attractive. Formative assessment, taking place at the point of learning, became the focus of a rapidly developing assessment model.

The underlying philosophy of the assessment model is to assess pupils' achievements over all the objectives of the course, generating a profile as the course proceeds. All tests and judgments are criterion-referenced, resulting in a statement of performance at just three levels. The teacher's role as assessor is crucial throughout. Continuous assessment of practical work is nothing new to science teachers but the desire to enhance feedback to the pupils has led to a system of uncomplicated pass/fail tests ("Can-do" tests). One such test might be preparing a microscope slide where



success or failure is self-evident. Further feedback is achieved by making the pupils aware of the criteria on which their performance in scientific processes (for example, observing, planning and designing, investigating, etc) is to be judged—a technique known as criterion-matching. The end of unit tests are short, differentiated assessments designed to result in high-minimum performance.

Reading this description may shed doubts on one of our guiding principles, that is to assess minimally. In fact, many teachers in trial schools were openly sceptical about implementing the referenced scheme. There is no doubt that adopting criterion-referenced assessment techniques is initially very demanding. However, the experience gained that the techniques are effective, rewarding and become increasingly efficient in use of the teacher's time.

Analysing the development of a unit reveals a multi-stage process, often involving different groups of teachers at each stage. A recent survey of involvement showed that over half the science teaching force in Suffolk has made an investment in the scheme. This has been made possible by structuring an extremely high level of in-service provision to support teachers in this work.



Another feature is the partnership which is evolving between the I.e.s. and COSSEC (Cambridge, Oxford and Southern School Examinations Council). COSSEC became involved in the project at an early stage and their Research Director, Dr Newbould, now plays a full part in the development of the assessment alongside Suffolk teachers. During the next three years he will be a regular visitor to the 12 designated pilot schools to help teachers in their assessment task and to evaluate the model they are using.

With over 2,500 pupils starting Suffolk Science in September 1985, the onus is on schools and the I.e.s. to inform parents, FE, HE and those employers not involved in the development precisely what two GCSE grades in Suffolk Science mean. The Steering Group has a publicity sub-committee which is currently researching, consulting and developing materials for communication of the new scheme.

In these difficult times, the response to a recent residential writing conference was very encouraging. Representatives from three other I.e.s. were present and we are hopeful of increased co-operation of this kind in the future.

The Secondary Science Curriculum Review has encouraged us by their own example to develop an electronic system of communication of information. Thanks to the Review's support the recently appointed Suffolk Science co-ordinator for 1985/86, Jenny Versey, will be able to use word processing and computer distribution facilities to disseminate curriculum materials. In addition, pilot schools will be able to keep computerized records of assessment details which can then be readily accessed by the examination board.

As we look to the future, we have been spurred on by the recent publication of the DES Policy Statement "Science: 5-16". It is clear that the Suffolk Science scheme fully satisfies the criteria specified in this statement. We feel we can achieve "the ambitious goal of a broad balanced science course up to the age of 16. In addition, Suffolk Science does certainly "require science departments to be united in philosophy and method". This unification, together with the "organic" nature of our curriculum model, ensures the development will continue to meet the needs of our pupils in these times of rapid change.

Mike Coles is an adviser for science in Suffolk; Chris Sunley is co-ordinator of the Suffolk Science SSCR development for 1984/85.

From blue vitriol to Glupo

An attempt to involve industrial concepts in the teaching of science 9-13 described by Nick Folkard

It has long been a concern of mine that industrial concepts in science should form a part of every schoolchild's experience from the earliest possible time. This should not be a dry as ditchwater treatment of the Frasch process for the extraction of sulphur, but an appreciation of how ideas are developed from laboratory concepts into processes. Very often this is only approached by the secondary scientist saying "Yesterday we saw how we could produce a small quantity of sulphuric acid in the laboratory. Today we are going to see how industry manufactures sulphuric acid." A click is heard and on goes the ICI video.

One day, while I was showing the video to some of my low ability kids, one Vikrant Bhundari came up to me and said "Sir, why do we do experiments?" I replied "Because they are interesting and help you to understand how science works." He said "They don't. Yesterday we made sulphuric acid and today we learn this is not important because what is important is how sulphuric acid is made in industry. That's made the important way, and it doesn't even look the same." Well, huff, puff and bluster as I might, I could not deny that Vikrant had a point.

Moving jobs, I found myself in a Middle School. Nobody was teaching any industrial processes in science. I decided that I had not the finances to do anything grand, so I worked from a very simple base-line. This was that the fundamental industrial concept in science is to research a method, designing equipment to allow the process of manufacture to take place and to price the finished product. I needed an experiment in which I was already equipped and which was relatively safe, and I decided to use the manufacture of copper (II) sulphate 5H₂O.

Copper (II) sulphate 5H₂O can be prepared by several methods, either directly from turnings or foil, or from copper oxide or copper (II) hydrogen carbonate. To provide a financial baseline, I provided a fictitious chemical company called "Comchemco". This organization would "sell" fixed amounts of chemicals to pupil research teams (10g lots). These research teams would also have to "pay" for energy (gas at 1p per minute per burner).

They would manufacture copper sulphate by each method, price it and determine which would be the most cost effective. They would then "design" or make a model of the inside of the copper (II) sulphate factory they would build, calculate (if everything was taken to remain in direct proportion) the cost of production of 1 tonne of copper (II) sulphate and decide on a profit margin. These tasks were incorporated into a worksheet and then presented to the class.

The class I first introduced to the task was composed of 11 and 12-year-olds. They greeted the idea with enthusiasm and beavered away at discovering the most cost effective method. Some natural team leaders emerged, who became capable organizers. The large teams (6 pupils working together) fared worse than the smaller teams (3 pupils). I had allowed a twelve period timescale but the research teams completed the initial work in four periods. However, I discovered that I had hit on an Aladdin's lamp of a lesson plan.

The pupils began to ask if they could produce brochures and write commercials for their company; they also wanted to suggest locations for their factory. Responding to these suggestions I asked them what would happen to their wastes. "Dump them, Sir" and "We're on the coast, we'll pump them into the sea" came back. This led to us designing experiments to remove the toxicity of the wastes. I directed the teams into simple experiments. Toxicity against animal life was measured by subjecting Daphnia to progressively more concentrated solutions of copper (II) sulphate, using the number of grams of dissolved copper (II) sulphate present in the liquor that remained after the large crystals had been extracted. Toxicity against plant life was measured by burying used filter papers in sand and attempting to grow cress seeds in this medium, compared with

cress seeds growing on sand not contaminated with used filter papers. The results were ambivalent to say the least, but further speculation was promoted. The class divided into two schools of thought, those who felt that it was not the responsibility of a company to evaluate environmental impact and those that did feel that the environmental impact of manufacturing was most definitely an issue.

The final stage was the design or modelling of the plant. The initial designs worked out by groups were curious affairs because very large versions of laboratory equipment appeared. One group of boys produced a drawing of an "evaporation room" showing dimensions. It contained a 30m evaporating basin under a chimney, heated by a forest of bunsen burners connected to a multi-point gas tap. Girls' groups ignored the problem and instead concentrated on designs which showed the facilities available to staff, management and production workers. Moving between groups and discussing concepts with them, the absolute lack of understanding of basic principles came back at me strongly. I became aware that girls' groups usually had far more knowledge of the industrial world through conversations with mothers or sisters who worked outside the home. The girls were very aware of the importance of attracting staff through good working conditions, though very few had any idea about product manufacture. By contrast boys knew little of the social side of manufacture, maybe because the topic very seldom arises in conversation between father and son, or older or younger brothers.

The work stemming from "Comchemco" and the manufacture of copper (II) sulphate 5H₂O benefited through industrial liaison. During our School Festival of Science, I invited Dr Peter Blower of Beecham's Pharmaceutical Research to view the finished products. He commented that group skills, experience in task management and cost effectiveness was a good starting point for industrial science education, provided that the interest of children in their work was maintained. Dr Blower also made an important suggestion. Rather than prepare copper (II) sulphate, which had no obvious link to industrial chemistry, he suggested that the chemistry of fertilizers might be an area in which I could invest time and effort. It would also fit in well with our acids, alkalis and salts topic.

As a result I re-wrote the support material over the autumn half-term and contacted Mr Ian Murdoch of ICI Peterborough and Bayer Agriculture of Bury St. Edmunds. Support was forthcoming in both cases and I also benefited from the recent involvement of St James Middle School in SCIP. By reading materials about industrial liaison and processes, I decided that besides basic measuring, weighing and costing, I would attempt to increase group management and group autonomy. The children would be encouraged to develop skills together and appoint each other to posts within their companies.

In simple terms, the chemistry of fertilizers can be seen as the chemistry of nitric acid and ammonia's salts. Many ammonium salts and nitrates can be prepared by titration and I decided that 5 per cent W/V solutions would be safe. Once again I provided a simple introductory sheet listing the recipe for neutralizing one solution with another and giving the available stock solutions we held. Again, I offered them for sale as my fictitious "Comchemco" company.

We did some good work on the fertilizer company, and it seemed to provoke the development of quite deep thought and organization. The knotty problem remained one of scaling a process up. Many very good ideas emerged but they remained theoretical schemes and my ultimate aim was to create a "chemical engineering" project in miniature. The children's ideas were remarkable. An old recipe told us that ammonium chloride could be prepared from roasting dung and sea salt together until a fire ash was formed. Committed to

group autonomy, I did allow this process to take place. The smell was quite terrible.

I am now working on the development of an automated "production line" simulation and a miniature factory plan. Although it would be unsafe to allow the real ingredients to flow through a collection of tin cans and home-made stirrers, I think that having made the chemical salt with laboratory equipment, we can follow the simulation with "pretend" materials.

Costing is still a problem. I am now printing "Bank of England" notes to pay for equipment to encourage accounting and control of cash. The cash sale of the final quantity will be a problem if we are only simulating a product, but the problems of time, energy and resources should emerge as important factors in chemical manufacture.

Looking a long way into the future, I can see that the skills I am developing do not depend on being close to chemical reality. The final stage is perhaps a totally fictitious product (Glupo) made from harmless everyday materials. Glupo will be at the research stage for some time yet but I foresee it working like this—

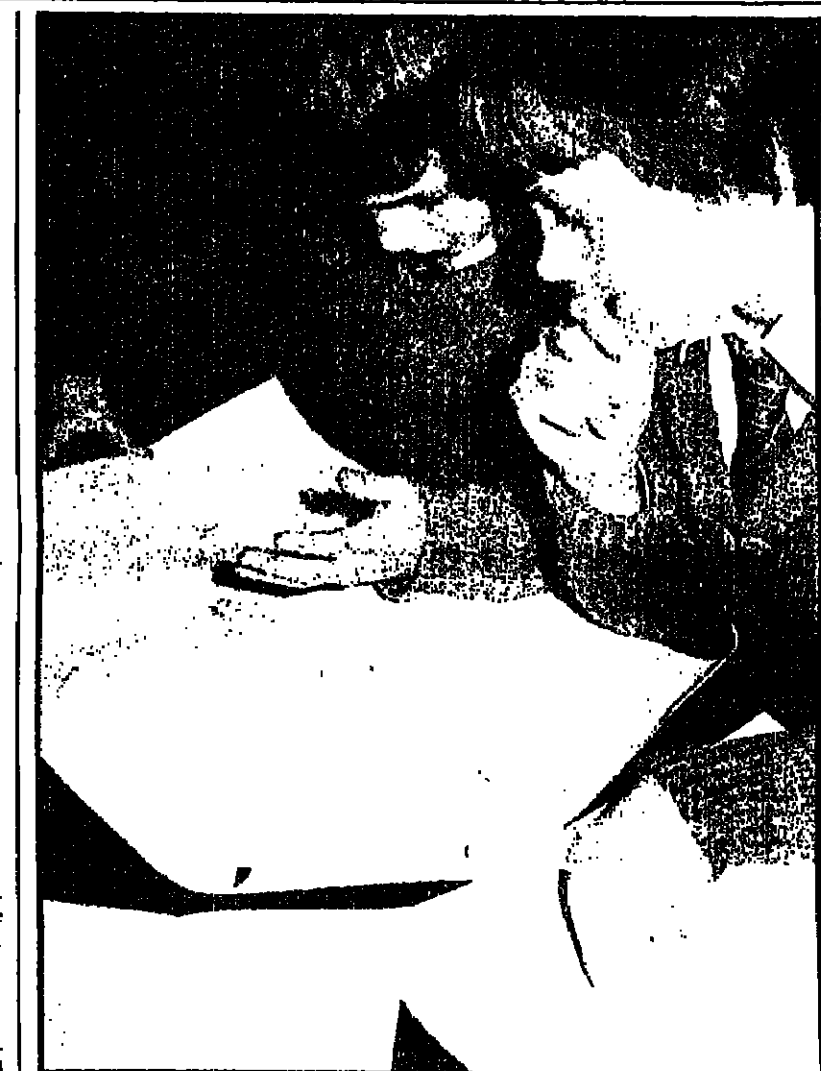
PRESS RELEASE

"Glupo has been developed by Comchemco's chemists to deal with the well known problem of chemical obscuration. At present it has only been used in our laboratories by... (here I am stuck). Comchemco wish to contract out its manufacture. Detailed designs and working models of chemical plants are to be presented to Comchemco's board of research directors in the science laboratory of St James School on..."

Glupo's preparation must involve accurate weighing, measuring, control of energy and some estimates of likely key waste areas. Designs for quality control testing are also to be part of its story.

The only thing I hope now is that Vikrant Bhundari would approve of my efforts.

Nick Folkard teaches at St James C of E Middle School, Bury St Edmunds



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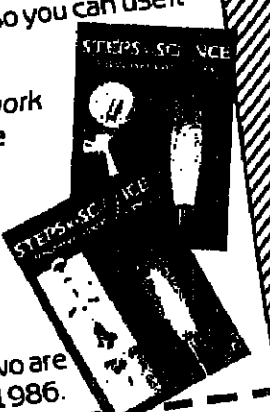
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EXTRA

Independent work

Exploring Science: Making Patterns 1.
 Edited by Mike Lyth.
 Longman. £4.50 0 582 33142 0
Secondary Science 3. By John Wilkinson.
 Macmillan Education £4.50. 0 333 38044 4

O & B Foundation Science Series. By Kenneth McKinlay & James Braidwood. Pupil's Book. £4.50 0 05 003795 1
Healthy Bodies Workbook. 90p 0 05 003796 X
Energy Workbook. 75p 0 05 003797 8
Materials Workbook. 90p 0 05 003798 6
Environment Workbook. 75p 0 05 003799 4
Teacher's Guide. £2.50 0 05 003941 3
 Oliver & Boyd

Living with Science Series: Photography. By J.M. Hall. £1.95 0 521 28583 6
Modern Materials. By A. Stoker. £1.95 0 521 28592 2
Fibres and Fabrics. By J. Sears. £1.95 0 521 28581 X
Cambridge University Press
Extending Science: 5. Metals and Alloys. By E.N. Ramsden. £1.95 0 85950 193 0
Land and Soil. By R.E. Lee. £1.85 0 85950 189 2
Energy. By J.J. Wellington. £1.95 0 85950 237 6
 Stanley Thornes.

All these books are for 13 to 16-year-olds. Following integrated science courses, they all encourage pupils to work independently, since they give explanatory text, instructions for practical work and detailed guidelines for written work. However, they are for different ability ranges, and some form "complete courses" whereas others are topic books.

Of the complete courses, the *Exploring Science Series* is aimed at the top 60 per cent of the ability range. Developed from the Schools Council Integrated Science Project (SCISP), first published in 1973, this is no mere revision. Original features are recognizable: process is emphasized, but the text is more accessible, both in style and content, for this wider range of pupils. There are now just three pupils' books and three Teacher's Guides. *Making Patterns 1*, the first pupils' book, is intended as a "foundation for the whole course", introducing fundamental concepts.

The first chapter is about scientists as people who do things, like make observations, exemplified by forensic science. This pattern of theory illustrated by, and explaining, particular examples, is used throughout the book. The examples are well chosen, readily lending themselves to practical work, so that the real range of science comes through. Chapter 2 deals with the earth's structure and metal ores. Chapter 3 is on variety in animals and adaptation, and then come the building blocks: cells, atoms and molecules (used to explain osmosis and fractionation). Chapter 7, "Energy", including work and power, ends with entropy as "finality".

The book is very well written and

makes interesting reading. Instructions for written work appear frequently, varied, carefully structured to give complete, concise notes and yet well within the reach of pupils. Chapters end with a new words list, a summary, 10 true/false questions and two problems to stretch the most able. Black and white photographs and diagrams break up the text. For the more able pupils, this book can be warmly recommended.

Another "complete course" for the same ability range but originating in Australia, is *Secondary Science 3*, from a four volume set. This book contains six "Modules": Weather Science, Food Science, Chemical Reactions, Electricity, Earth Processes and Nature in Balance. Even this listing indicates the different approach: less concern with fundamental theories, more emphasis on facts.

In an established independent learning style, pupils are required to read several pages then "copy and complete" some sentences. Occasionally, practical instructions could be more detailed with safety stressed more. Each module lists pupil objectives, and most sections have extension work.

Some extension practicals could usefully be part of the core. The extension "Topics" contain some excellent ideas, but would rely heavily on teacher preparation of resources for all but the most able pupils. The Australian source is apparent in the Earth module, the spelling of "sulfate" and the Weather module, but in the latter case this does not detract from the linking of weather maps with satellite photographs is exceptionally well done. Although the reading level is suitable for third year, the book is rather heavy going in places. It would be valuable as a teacher resource, and well motivated pupils could work from it.

The last complete course is the Foundation Science package, from Scotland. The Teacher's Guide is very short, giving an overview of the course and putting it in the context of the changes in Scottish secondary education precipitated by the Munro and Dunning reports. The course is for "Foundation" level students, that is, the bottom 40 per cent but, it is claimed, can be enhanced to "General" level.

The Pupil's Book, profusely illustrated in full colour, contains four units: Healthy Bodies, Energy (concentrating on heat and energy supplies), Materials and The Environment. Chapters within units open with a "stimulus reading" passage, usually a short story, often science fiction oriented. The main text follows, with the usual content and a reading level for 12 year olds. There are chapter summaries, vocabulary lists and "Did you know?" sections. For each unit the pupils book there is a consumable workbook with practical work and an extremely wide range of written work - some short answer questions seem rather difficult.

Much care has been taken with

language use and development. With course for lower ability students, it is all too easy to say that "contains no science". It is not true in this case, and the absence of difficult fundamental concepts may be justifiable, but pupils do need a framework for knowledge, supposed relevance may not be enough.

This problem does not arise to the same extent in background booklets, where the topic itself provides the keystone for much of the information. The *Living with Science* series is for CSSE and non-examination pupils. The booklets are A4 size, attractively presented, with black and white photographs and diagrams. Each booklet contains 20 double page units of text, practical activities, original and more familiar, and questions, some based closely on the text, others taking the reader further.

"Photography" goes through all the stages from shadow prints to satellite imaging, with clear explanations throughout. This could be useful for a science club or modular course. Modern Materials includes some unusual groupings - adhesives and ceramics as well as the more familiar metals, wood etc. Some units appear very compressed but there is useful material here for a variety of classroom situations. "Fibres and Fabrics" is perhaps more closely related to standard syllabus material and would be useful as a text as it gives a detailed account of the topic; the teacher can add clearer definitions where necessary. This is a promising series of books in an area where comparatively few suitable resources are available.

The latest three titles in the *Extending Science* series are of the same high quality as their predecessors (reviewed in the TES 28/12/84), with a similar format. *Metals and Alloys* contains quite detailed chapters on ore treatment and iron and steel, with sections on various metals - mercury poisoning, uses of aluminium alloy etc. With many interesting snippets of information this is a useful background reader for, amongst others, students starting examination chemistry courses.

In *Land and Soil*, Chapter 1 gives a standard treatment of soil; some practical instructions are unnecessarily complicated. Chapter 2 uses Ethiopia as a case study for the world food problem then discusses land utilization and the pros and cons of agricultural chemicals, with case histories. Chapter 3 is on land preservation and reclamation, ending with green politics. This very readable book is well-balanced, contains much new material and will surely generate interest among pupils.

Energy gives a general science coverage of the topic; energy conversions, food, fuels, conservation and alternative energy sources with a final chapter on energy and life styles.

One more feature common to all these books is that they all require that in science lessons, pupils spend a fair time reading. Lynne Marjoram

Crisp chemistry

A Level Chemistry. By E.N. Ramsden. Stanley Thornes. £11.95 0 85950 154 X.

Stanley Thornes have gained a considerable reputation as publishers of chemistry books, most notably those by Ollimore. This volume has many of their trademarks: clear layout, good structure, straightforward no-nonsense text. The quest for such visual impressiveness often encourages authors to include too many photographs interesting in themselves but disrupting the flow of the text rather than making a valid chemical point. Ramsden avoids this trap; the generous number of pictures and diagrams enhance the text and become an integral part of it.

The book covers most syllabuses, combining traditional chemistry with many recent innovations, so that topics as far removed as osmosis and entropy, electrical conductivity of solutions and molecular orbital theory of bonding, are included.

There are several interesting features: the margin carries a summary of each paragraph; checkpoints are sprinkled throughout the text so that

students can pause and test their understanding; 5 level topics, Grignard reagents for example, are included, but they are starred to indicate they are optional extras. There is a wide range of stimulating questions at the end of each chapter, a high proportion being recent CIE questions. At the end of each section, moreover, revision questions which cover the areas of the syllabus are provided. Liberal use is made of flow charts and tables without any feeling of discontinuity or dryness.

The text is crisp, lucid and to the point. There are few digressions or fluffs, although some chapters contain postscripts - extra reading on such topics as liquid crystals, and DDT, thereby stressing the relevance and social implications of the subject. Emphasis is placed on facts; however, principles are incorporated rather than being stressed, (tending to be used as rationalizing factors (especially for inorganic) rather than as themes underpinning the subject. But this difference of emphasis is a matter of personal prejudice, and many teachers will no doubt find the book greatly to their liking.

Chris Mason

EXTRA

Self-help centres

Primary science initiatives in Gwent outlined by Roy Purnell and MJ Farr

Rumour has become reality! The DES Statement of Policy "Science 5-16" (March 1985) has underlined the place of science in the primary classroom and probably provoked stronger coffee in many staffrooms at breakfast.

"How can we fit science into an already overfull day?"

"Where do we start?"
 "Do we need to re-think the science that we are doing?"
 "Where can we find help?"

"Is there a course available?"
 This article offers no panacea, merely describing one initiative in Gwent which aims to respond to teachers' needs in primary science and the recognition that instant help is often required.

Diploma courses, offered by Higher Education Colleges, might well produce leaders in primary science teaching but there are restrictions on the length of courses and on numbers. Short in-service courses again have some constraints and possibly lack the depth or right pitch to meet the wide spectrum of urgent needs. Sponsored local initiatives, such as reported in *The TES* in September 1984, might better match immediate requirements, but there are many other ways of providing a readily available, wide-ranging focus for primary science which does not overburden advisers, courses and a school's capitulation?

Gwent's response to this question has been to explore the use of resource centres set up in primary schools with input from the L.E.A., the local College of Higher Education and, most important, from teachers themselves in a self-help operation. Whilst the use of these centres is still evolving we are encouraged to believe that they match the spirit of the statement given in the DES Policy for Science document that "teachers need continuing access to permanent points of support outside the school". What success do the centres offer that was not available hitherto? To answer this question and, maybe, offer guidance on setting up such centres, an historical account of our venture is offered.

A year's planning and consultation resulted in centres being opened in the autumn term of 1984. It was considered that siting the centres in a functioning primary school would be helpful in as much as a friendly familiar place would help overcome lack of confidence in, and resistance to, science that restricts teaching of the subject. The choice of schools was made on the criteria:

1. An available room of suitable size, services and location within the school;
2. An experienced committed teacher to act as "on-site" manager;
3. Being geographically widespread but central to a good number of schools.

Three schools were invited for a pilot scheme: Cefn Forest Juniors at Blackwood, Pontymole Juniors/Infants at Pontypool and Durham Road Juniors at Newport. The latter is not yet functioning as planned because of logistical difficulties, but the first two are flourishing, largely due to the enthusiasm of the on-site managers, Clive Swain and Ian Forbes, and the steering committees of teachers from user schools. L.E.A. encouragement is manifest in the active role played by Mr Ian Lewis, a primary adviser with the authority.

For the centres to be useful, they needed to be active, providing both a materials service and ideas focus. To assist planning a questionnaire was sent to schools and preliminary discussions with teachers were held. As a consequence of this, the six months prior to opening were spent building up a resources bank with the help of two teachers, Gill Prosser and Pat Thomas, employed on an MSC scheme. Priority was given to providing for teachers who, for various reasons, did little science; a second phase followed, catering for extension and support for teachers already including science in their teaching. The resources, therefore, centred initially on turning readily available, low (or no) cost materials into apparatus for expressing science ideas and aiding science enquiry. Wall charts were later condensed into booklets available to

schools at cost, providing additional support. A third phase linking ideas in thematic approaches and promoting problem-solving activities is now under way.

Progress towards making the centres a focus for stimulating science awareness was erratic. Teachers' industrial action, an inability to collect raw materials (squeaky bottles, tins, wood, etc) as rapidly as projected and to process them into examples of useful apparatus, and demands on the time of the numerous collaborators were all restrictive factors. However, by the end of the first year a useful amount of apparatus had been made and a hoard of junk collected and sorted for use by children working at the centres or to be taken by teachers to work with at their schools. In addition, a considerable amount of apparatus, work schemes and books was donated by many educational suppliers: some were purchased at considerable discount. We are most grateful for this.

So much for the physical resources. How were they used? The following activities have taken place:

1. In-service workshops and courses.
2. Teachers working with their children using the centres' facilities.
3. Student teachers in training, working with children in an informal atmosphere prior to teaching practice.
4. Teachers using the centre in an ad hoc fashion for consultation, discussion and promoting local initiatives such as a children's competition to design the cover for the centres' booklets, already referred to, and a logo for the half-termly newsletters.
5. Exhibitions showing work done by infant and junior children as well as displaying published material.

The workshops have taken various forms ranging from a video of science possibilities through an environmental approach produced by a local school to college lecturers involving children and teachers at the same session. About 15-16 teachers, each bringing with them 2-3 children, took part in this exciting experiment. The flexible layout of the centres allowed demonstration sessions with the children. These were observed by the teachers who then were challenged to tackle problems or see science possibilities in "unlike" apparatus while the children engaged in a circus of experiments supervised by the MSC teachers.

The whole scheme is to be extended and merged with a science initiative successfully introduced by Mr J. Porth, L.E.A. senior secondary adviser, looking at the primary/secondary interface, funded under the Government's Education Support Grant Scheme. Whilst evaluation to date lacks precision, we feel that the effort has been worthwhile and that the ethos of the initiative remains intact. Our aim of getting more and better science into primary schools, through a "user-friendly" resource, seems to be working. The centres, as well as offering psychological support to teachers and increasing their confidence, are attractive in another way. They offer children a place to themselves, where teachers don't have to clear up the mess!

MJ Farr and Dr R Purnell are directors of the Innovation and Evaluation Project at Gwent College of Higher Education, Caerleon. Mr Lewis is a primary adviser with Gwent L.E.A.

Great names

Two volumes from Blond Educational (each £12.95) in a series of biographical dictionaries of scientists deal with *Engineers and Inventors*, and with *Mathematicians*. Each contains about 200 accounts of the lives and work of outstanding contributors to research and discovery, together with a glossary and index. Inevitably the omissions are more notable than the contents, for the great servants of our own age are sadly under-represented. What is included, however, provides a useful introduction to the development of knowledge in the relevant fields.

F W Kellaway

How to get WISE

Susan Thomas reports on widening opportunities for girls in science

How do you interest girls in science and technology? And once you have interested them, how do you encourage them to take up a scientific career?

"Well," said a small, freckled Third Year, "I do think the WISE evening was a good idea. I mean you could talk to women who were scientists, and some of them were married with children, and you could see that they enjoyed what they were doing. Our parents could see that too. It certainly changed my Dad's ideas a bit!"

It was the first time she had spoken. There we sat in the Careers Room, quite unchaperoned, the WISE girls of Eltham Hill School and the reporter. At first they had been shy, giggly or aloof, and then, quite suddenly it all poured out.

"Mrs (Jane) Mann, she's our careers teacher, she arranged it... did it ever so nicely with cheese and wine and a film... there were lots of people (about 200 girls and parents) and all these women scientists... it was quite a surprise to see how many different sorts there were - and the mothers were practically queuing to talk to the Computer Scientist about retraining for themselves as computer operators and programmers."

But what surprised them most was the range of subjects that required a scientific background. "Like Design. Did you know that to do Textiles you need chemistry to know about the different fabrics and types of dye?"

"What was very useful was the range of opportunities," said a quiet Asian, one of only two girls studying all three sciences at A level and, significantly, the product of a family full of engineers, mechanics and technologists where career women were the norm. "There were technicians, a doctor, a geologist, a radiographer, a technical journalist and several more."

It was evident too that each one contributed much more than her own speciality. The radiographer gave information about physio, occupational and speech therapy as well as dietetics. The industrial chemist knew about the pharmaceutical and cosmetics industry, the doctor talked about dentistry and veterinary work. And the technical journalist was a source of inspiration to those who wanted to combine

science with travel and maintain links with the creative subjects.

It was all very useful and a lot of misconceptions were dispelled. Alison, for instance, discovered that "Radiography needed A levels in biology and physics and there are quite a few jobs going". Heather's parents found the clichés that "not a male dominated profession and prepared to rethink their objections, and Tracy, interested in nursing, discovered the range of work within the profession.

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But what surprised them

EXTRA

How to get WISE

continues

cally better than average result by insisting that the three years be taught by a qualified physicist, by leaving the decision to take O level or CSE until the January before the exam and by breaking the Third Year syllabus into four-week units.

As for the report by the science department of Battersea County School, its comments will be all too familiar to teachers fighting the "equal scientific opportunity" crusade. There the science department emphasized the value of the physical sciences in widening career choices, used the EOC's Female Scientist posters around the school, screened books for sexist language and pictures, and talked fairly and privately with boys who made remarks like "girls can't do physics - it's a boys' subject".

All this and still they had to admit that encouraging girls to do science remained an uphill battle. . . . outside factors - home, magazines, ads, etc. heavily outweigh what we can do as teachers. . . . it takes such commitment to fight against pupils' preconceptions [that even the staff's passive "belief" in Equal Opportunities] is of no value unless the positive action is there."

And even for those schools who don't consider that they have a problem there is the little question of what happens later. At the Weald of Kent Grammar School for Girls in Tonbridge, where the three sciences are taught from the first year onwards, where every girl takes at least one at O level (45 per cent choose physics) and there is a general enthusiasm for science, you might think that everything is coming up roses. Not quite.

Although would-be doctors and pure scientists have no trouble finding university places it is a different matter for those who want industrial work experience prior to university or an industrial placement as part of a polytechnic course.

In education the best schools are watching their sexist language, bringing in the role models, in person, in poster form or photographs, and making the syllabus more relevant. It would help of course if we had more women heads, HMs and advisers, but what about industry? Does it want scientists or just male scientists? What sort of sexist language, posters and working conditions does it offer the other 51 per cent of the population?

Of the 180 third year girls at Eltham Hill, who made their options this year, 92 chose biology (against 80 in 1984) 84 chose chemistry (against 24) and 41 chose physics (against 38).

Ecology

Ecoweb Reference M901400/£18.75

Available from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

Ecoweb is, as its name implies, an ecological game. It was devised by Pat Hill-Cottingham for 8 to 16-year-olds. It is sold as a pack of four sets of the game and comes in a stout card container. The game simulates food relationships in a freshwater habitat. Each game consists of an A2-sized printed sheet on which the game is played which it is worth mounting straight away onto a sheet of card-board; four printed card sheets with press-out hexagonal shaped counters; and two green sheets of "producers", an orange sheet of "herbivores", and a yellow sheet of "carnivores".

The game is basically a version of dominoes involving the construction of various inter-linking food relationships. The instruction sheets describe two versions in detail and suggest some other possible variants. There are also a number of other extension activities which can be linked to the game.

All the card sheets are covered with protective plastic film on both sides which should ensure a longer life. Moreover all sheets include blank hexagons to make up for lost or damaged ones - although you would need to be a very good artist to improve upon the illustrations by Susan Hill-Cottingham. The game can be played by two, four or six pupils, so a pack will contain enough material for many classes.

The game was tried out by two pairs of 11-12-year-old pupils who were on a residential field course. Their comments were that "it is colourful, attractive and very easy to play". This game "sort of came straightforward - you didn't have to read the instructions several times". The simpler game took one pair about 10 minutes to play, the more complex over 15 minutes and they preferred the shorter version. They thought it would be "good for teaching about ecology involved in ponds and rivers" but they did think it would have been useful if the names of the organisms had been given so that "you could still carry on learning them". Finally they felt that it would be most suitable for children up to about the age of 13 and a useful way to learn some ecology.

John A Barker

Energy initiatives

Teresa Butler reports on new resources for schools

Our children are the decision makers of tomorrow and if their future is to be energy secure they must understand the power of reduced demand. Too often energy efficiency is interpreted as the back-to-nature approach where you get left freezing in the dark, dressed only in a hair shirt. If Britain is, as described by Robert Jones, Coordinator of Energy Conservation for British Gas, "A bubble of gas, inflated on a sea of oil, ballasted by coal with a nuclear life-boat", then there are no Browne points to be gained from "saving it for our grandchildren".

This doesn't make using energy wisely any less important. A low energy society is a more secure society and this works on a personal level as well as a National one.

On the premise that what a child learns in school will affect his whole life, then the quality of energy education is obviously as important as its volume. It is generally agreed that energy efficiency should be a cross-curricular subject rather than one with its own syllabus and examination. Aspects of energy will come into a number of established school subjects such as the sciences, geography, economics, technology and general studies. It is a practical topic which lends itself readily to experimentation.

Essex County Council is a pioneer of practical energy education. The campaign has the slogan "Energy Matters" and tackles the problem from both sides. The children are initiated into the possibilities of saving energy and the Council has saved more than £13 million or so through a comprehensive programme of making the school buildings energy efficient.

Careful groundwork on energy use in schools was followed by a pilot project relating to energy education and involving pupils of wide age range on a volunteer basis in two Essex comprehensive schools. This is claimed to be the first attempt of its kind to formalize the study of energy-related matters, and culminated in a "Teacher's Guide to practical projects for use in school". It contained 21 projects of varying degrees of difficulty across a number of curriculum subjects. To capitalize on the hard work of energy Curriculum Coordinators, Les Hewett, seconded from the Department of Energy who funded the project, was appointed to manage the production of "Teaching Material on Practical Energy Projects for 11-14-year-old Pupils in Normal Secondary Schools" in the County.

The object of the exercise was to produce printed leaflets, with teachers' and pupils' project notes, on a number of practical energy projects. These are designed to provide understanding of energy's role in such areas as heat loss, double glazing, use of lighting, body heat loss, fuel consumption and weather conditions.

Hewett has strong ideas about education, after 30 years of teaching, and believes that "learning through doing is the only true path to understanding". He feels this is particularly true when the child has to deal with abstract ideas such as heat or energy so he concentrates on experiments which provide a sensory experience. One of the simplest projects involves a survey on, for example, the hours of use of lighting. The pupils will then analyse the results to a level commensurate with their ability and, with the aid of a

computer program, work out the cost of lighting and the potential savings possible by removing one or more light sources.

The package is designed to motivate as well as inform. The pupils' project sheets are backed up by a Teacher's Guide which not only tackles the policy problems such as finite resources but also provides a pool of background information and suggested areas of related study. During his time at Essex, Hewett became an expert on the psychological problems associated with selling a new idea to schools. "Any suggestion that I was concerned with 'conservation' - especially with i.e.a. economies - was certain to elicit the frigid stare and cold shoulder. Educating children in the efficient use of energy at home - OK. But encouraging the efficient use of

will and confidence within the team is required and any previous success with interdisciplinary topics will be encouragement to try again.

Breakdown of the topic is necessary so that the responsibilities can be divided out. Each section can form a lesson or a series of lessons and be taught by different people in different workshops. Another important aspect to be considered is the targeting and monitoring of pupil progress. As full acceptance of the subject is only going to come when it is on the examination syllabus it is likely that energy education will be aimed at pre-GCE children. Examination Boards need to be sure of the commitment and enthusiasm of the teachers and pupils before they will put their cashflow on the block with a new subject.

The Energy Efficiency Office, part



Dr Zardoz explains a new way to make energy - wind power. A scene from The Energized Guyz a play about energy for juniors by JCI Productions who will bring it to schools free of charge. Further information from 01 340 5430.

energy in school as a means of saving money for the i.e.a. - quite another matter. And you only make matters worse by pointing out that they, the ratepayers, are footing the bill for wasted energy."

Hewett overcame this problem in around half the schools by stressing the global and national energy equations and tied them to the needs of today's children in tomorrow's world. "I never mentioned, even in passing, any incidental benefits which might accrue to the i.e.a." In the schools that remained sceptical of the potential benefits of energy education, he produced his trump card - the electronic digital thermometer - very popular with the children and even more so with the staff. "A quick demonstration of how temperatures varied around the room, or in a few cases around their body, was enough to convince all but the small, hard core."

With the teachers' interest now aroused, it was possible to start some in-service training. Hewett found there was a widespread lack of knowledge and understanding of the project area and, secondly, there was a lack of familiarity with, and confidence in, the project method at secondary level. The course coordinator for a cross-curricular subject such as energy must acknowledge the different contributions and approaches possible and tie them up effectively. Teachers must also recognize that their own skills and knowledge are important to the teaching of the new topic. In the end, implementation relies on their enthusiasm. Good-

of the Department of Energy, is to launch a "Secondary Energy Projects Package". Les Hewett, now back at the Department, has developed the material, based on trials throughout the country and on his initial work in Essex. This package is unique in that it "avoids all the pitfalls, such as the supply/demand argument, the nuclear debate and environmental issues". It consists of a series of "child-centred practical awareness projects" backed up by teacher's manuals.

The action plan falls into three time brackets. First, there is a need to raise the energy awareness of those who will be teaching the children. This needs resources, not only for dissemination of the material that is already available, but also for developing more promotional literature and for schools to buy equipment that will enhance the practical aspect of energy conservation. In the medium term a coordinated programme of training, aimed particularly at primary school teachers, is required. Finally, a working party must define and analyse the potential problems that will arise by picking the brains of practitioners in the field. It should also make some attempt at building a policy and liaising with the curriculum and examination designers.

One important point is to emphasize that an energy crisis is not essential for energy conservation to be studied at school. After all, schools study tadpoles without there being a frog crisis!

Teresa Butler is an Industrial Marketing Consultant

Still useful

Physics Ordinary Level. Third edition. By M Chapple. M & E Handbooks £3.95. 0 7121 1546 3.

The main changes since earlier editions of this handbook are in shortened sections on density, machines, calorimetry, magnetism and electrostatics and an altered emphasis on dynamics and light waves. The book is well illustrated with line diagrams though the treatment of some topics remains superficial. There are a few minor errors missed in proof reading and the diagram of forces acting on a mass on an inclined plane is incorrect. In view of the continuing disinclination of girls to choose physics as an option it is a

boys to do the physical actions like running, see-sawing and shooting arrows necessary to pose questions for students. However, the book remains a clear and succinct text for use either in the classroom or by the student working alone. Michael Joyce

Meanings

Longman Illustrated Dictionary of Biology. By Nell Curtis. Longman £3.95. 0 582 89255 4.

If you don't know your spax from your spikelet, it is just possible that a biological dictionary would help. This one has most of its 1800+ definitions grouped into 15 mainly functional categories, with lists of vitamins, nutrients and 41 units in three annen-

Peter J Baron

Laboratory Equipment Furniture and Glassware for sale. Thames Water is offering, for tender, the contents of its Laboratory at Mill Green, Hatfield. Interested parties should contact the Purchasing & Stores Manager for quotation forms. Tel: 0462 245441

SECONDARY HEADSHIPS continued

HAMPSHIRE
SOUTHSHIRE AREA
REDBRIDGE SCHOOL
12, 16 Comprehensive,
N.O. 16, 6541
Head Group 9 required April 1986.
S.A.E. for further details
102, Area Education Officer
(SW/PH), Redbridge School,
Southampton SO9 4XE. Closing
date for completed applications
15 October 1985. 150010

Dputy Headships
Second Masters/
Mistresses

BERKSHIRE
SIR WILLIAM HENRI
GRAMMAR SCHOOL
Northampton Avenue, Slough
SL1 2WJ
S.A.E. for further details
102, Area Education Officer
(SW/PH), Redbridge School,
Southampton SO9 4XE. Closing
date for completed applications
15 October 1985. 150012

BIRMINGHAM
CITY COUNCIL
An Equal Opportunity
Employer
EDUCATION
DEPARTMENT
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Old Oak Hill, B44 9SL
Tel: 021-260 6805

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DORSET
BLANDFORD UPPER
Headship for January 1986.
The successful applicant
will join the existing management
team and play a full part
in determining policy.
Particular responsibilities
will include staff develop-
ment, staff welfare, school
and LEA finance, and building
work.

Application forms and
further details available from
the Headmaster, 10th
October 1985. 150012

Headship

Chalkstone County Middle School, Haverrill
Group 7. Ages 9-13. Number on Roll: 570

Applications are invited from suitably qualified and experienced teachers for the post of Head of this purpose built Middle School.

A modern approach to the Curriculum is essential. The appointment will date from either the beginning of the Spring Term 1986 or Summer Term 1986.

Haverrill is situated in pleasant country-side in South-west Suffolk, approximately 20 miles from both Cambridge and Bury St Edmunds.

Further details and application forms are available from the County Education Officer, St Andrew House, Grimwade Street, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 4th October 1985.

Suffolk County Council

HEADTEACHER
GROUP 10
ILFORD COUNTY HIGH SCHOOL
FOR BOYS
Fremantle Road, Barkingside,
Ilford, Essex, IG6 2JB

Applications are invited for the post of Headteacher of this selective boys' grammar school (currently 730 pupils on roll, including 170 in Sixth Form) from the beginning of the summer term 1986.

Further particulars of the post and an application form can be obtained from K G M Ratcliffe, M.A., M.Ed., Director of Educational Services, 255-259 High Road, Ilford, Essex, IG1 1NN (Telephone 01-478 3020 Ext 193).

Closing date for receipt of applications: Friday, 11th October, 1985.

Redbridge
London Borough

BRENT

KINGSBURY HIGH SCHOOL

EMPLOYER

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SECONDARY DEPUTY HEADSHIPS

continued

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS
DIVISION
BENNETT MEMORIAL C.E.
(J.V.) DIOCESAN GIRLS
SCHOOL
Culverden Down, Tunbridge
Wells, Kent TN11 5BQ
(11-18) Roll 1000 with 180 in
sixth form
SENIOR TEACHER SCALE
Required January 1986 an ex-
perienced teacher to join the
senior management team. The
successful candidate will be
involved in the formation,
planning and implementation
of school development, curri-
culum and policy.
Further details available
from the Headmaster on re-
quest or by telephone arrange-
ment. (13144) 130012

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

ROBERT SMYTH SCHOOL
Burnmill Road, Market
Harborough
Headteacher: Mr. J. M. W.

14-18

Roll 1256

SECOND MASTER/

MISTRESS (2nd Deputy

Head) - Group 13

Required from January 1986, a well-motivated and experienced teacher to join the senior management team. Main responsibilities will be to assist with pupils' welfare and the development of non-academic activities. The successful candidate will be responsible for the school, external examinations and assistance with the timetable.

Please send SAE for further details and application forms to the Head.

Closing date: 2nd October, 1985. (130013) 130012

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

EARL SHILTON COMMUNITY COLLEGE
Heath Lane, Earl Shilton,
Leicester LE19 7PD

(14-18)

Principal: Miss M. E. Galsby

VICE PRINCIPAL - GROUP

Required January 1986 a Vice Principal to take responsibility for the school's activities and to assist the Principal in the development of the community work of the college.

Application form and further details are available from the Principal at the College. (SAE)

Closing date: 30th September, 1985. 130012

WEST SUSSEX

KING'S MANOR SCHOOL
Kingsman Lane, Shoreham-by-Sea

Required January 1986, a well-motivated and experienced teacher to join the senior management team. The successful candidate will be responsible for the school, external examinations and assistance with the timetable.

Application form and further details are available from the Headmaster at the school. (SAE)

Closing date: 30th September, 1985. 130012

16 PLUS TUTOR

Scale 2 - plus £1,110 Responsibility Allowance plus

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St Christopher's Community Home, Hayes, Middlesex.

OUR PROGRAMMES ARE UNIQUE

The 16+ Course is the only pre-vocational course of its type. St Christopher's has a complement of 8 Teachers and you will be part of this small team. The adolescent boys are some of the most talented in London.

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Are you ready to take on the challenge of this area of education?

Are you a unique TEACHER?

Are you a unique PERSON?

Can you motivate disillusioned and alienated adolescent boys?

If so ring Kath Lewis, Head of Education on 01-561-1299 for

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Application forms quoting reference number 88/29/85X

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Division, Chis. Centre, Uxbridge,

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Telephone Uxbridge 50885 (24

hour answering service

available. Closing date 3rd

October 1985. Interview date

10th October 1985. (13029)

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LONDON BOROUGH OF

MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL

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TAMWORTH MANOR

Station Road, Richmond, Surrey

CR4 1BBB

Tel: 01-764 5112

Head Teacher: Mr G. D. N.

Giles, M.A.

Age range: 11-18 years

No. on roll: 780 (mixed)

Required January 1986,

Second Deputy, Group 11.

CLOSING DATE: 4th

October, 1985.

Application forms and

further particulars of the

post are available from the

Head Teacher at the above

address. Please enclose

stamp (130012)

envelope. (06672) 130012

WEST SUSSEX

THE VEAUX SCHOOL

Station Road, Billingshurst,

West Sussex RH11 9JY

N.O.R. 1536

Senior Teacher required for

1986. A well-motivated and

experienced teacher to join the

senior management team. The

successful candidate will be

responsible for the school, external

examinations and assistance with

the timetable.

Application form and further

details are available from the

Headmaster at the school. (SAE)

Closing date: 30th

September, 1985. 130012

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Kingsman Lane, Shoreham-by-Sea

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BUCKINGHAMSHIRE

EQUAL OPPORTUNITY

EMPLOYER

OSWESLEY SCHOOL

The Grove, Newport Pagnell

RG16 2AA

Head of School: Mr. J. D. N.

Giles, M.A.

Age range: 11-18 years

No. on roll: 780 (mixed)

Required January 1986,

Second Deputy, Group 11.

CLOSING DATE: 4th

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envelope. (06672) 130012

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N.O.R. 1536

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Closing date: 30th

September, 1985. 130012

WEST SUSSEX

KING'S MANOR SCHOOL

Kingsman Lane, Shoreham-by-Sea

BRADFORD

EQUAL OPPORTUNITY

EMPLOYER

OSWESLEY SCHOOL

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RG16 2AA

Head of School: Mr. J. D. N.

Giles, M.A.

Age range: 11-18 years

No. on roll: 780 (mixed)

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address. Please enclose

stamp (130012)

envelope. (06672) 130012

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THE VEAUX SCHOOL

Station Road, Billingshurst,

West Sussex RH11 9JY

N.O.R. 1536

Senior Teacher required for

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Application form and further

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Headmaster at the school. (SAE)

Closing date: 30th

September, 1985. 130012

WEST SUSSEX

KING'S MANOR SCHOOL

Kingsman Lane, Shoreham-by-Sea

Required January 1986, a well-

mot

HAMPSHIRE
SOUTH EAST HANTS AREA
WAKLANDS R.C. SCHOOL
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1 - 18 mixed comprehensive
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Previous candidates will be
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Salary 4
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Apply Headteacher employ-
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 Headmaster of the school
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 Applicants must be qualified and ex-
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 Comprehensive School.
 Applications are invited
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Applications should be returned by Friday, 4 October 1985.
London Allowance
£1,038.10 payable.
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to assist in practicing Catholic
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may be obtained from Rev. M.
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tion 4th October 1988.

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- A. LEYLAND B.ED.**
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C. COOKE B.S.C. M.ED.
68 1353.
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OL6 9RL.
GGINS B.A., M.PHIL.
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986 to teach O and A Level
E 1
teach O and A Level on a part-
basis obtainable from the
School and College
member 1985. Ref: TE1041/788.
1984231
UNITY EMPLOYER

SECONDARY MATHEMATICS

continued

CAMBRIDGESHIRE

EQUAL OPPORTUNITY
THE NEW JOHN MANFIELD
 School
 Western Avenue
 Tel: 0431 654 311
 Head Teacher: Mrs S. Slater

Required for January 1986:
 1. Head of Mathematics (Scale 4) with a minimum of 5 years' experience, enthusiastic, with a strong team, teaching all aspects of Mathematics and Computer Studies to O and C.S.E. level plus statistics to C.S.E. level.

The person appointed should have some experience of Departmental Organisation, be conversant with the proposals for the new C.S.E. examination and be thoroughly committed to the philosophy of the school. Further details and an application form available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133416

HARINORY

Progress with Humanity

HORNSBY SCHOOL FOR GIRLS
 Underwood Road, London NE1
 Tel: 01-548 6191

Required for January 1986:
 HEAD OF MATHEMATICS (Scale 4) with a minimum of 5 years' experience, enthusiastic, with a strong team, teaching all aspects of Mathematics and Computer Studies to O and C.S.E. level plus statistics to C.S.E. level.

Application forms and further details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133416

HUMBERSIDE

COUNTY COUNCIL
HULL DIVISION
WILLOW HILL SCHOOL
 Midway Avenue, Leeds Road,
 Head: J. Cooling, B.A., M.Ed.

Required for January 1986:
 HEAD OF MATHEMATICS (Scale 4) with a minimum of 5 years' experience, enthusiastic, with a strong team, teaching all aspects of Mathematics and Computer Studies to O and C.S.E. level plus statistics to C.S.E. level.

Application forms and further details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133416

COUNTRY CITY COUNCIL

Assistant Teachers

Required January 1986 at:

1. ALDERMAN CLOWE SCHOOL & COMMUNITY
 COLLEGE, Mitchell Ave., CV4 8DY. Tel: 0203 467779
 (600 on roll)

a) HEAD OF CHEMISTRY Scale 2.
 An experienced teacher is required to be responsible to the Head of the Science Faculty for the teaching of Chemistry to all levels including 'A' level.

b) HEAD OF ENGLISH FACULTY Scale 4.
 An experienced teacher is required to be responsible for the major area of the curriculum and to lead an experienced team of staff.

2. ERNEST GRANGE SCHOOL & COMMUNITY
 COLLEGE, Princethorpe Way, CV3 2OD.
 Tel: 0203 463121 (Social Priority School) (1192 on roll)

SPECIAL NEEDS Scale 1. To join an experienced team pioneering new work in Special Needs, to teach basic subjects to a small group of slow learners and work with other years 2 and 3 or, preferably, to take the group through to year 6, based on City and Cusick Vocational preparation. He/she may also teach their own specialist in the main stream.

3. TIL HILL WOOD GIRLS' COMPREHENSIVE
 SCHOOL, Netherwood Ave., CV4 9PW
 Tel: 0203 466726 (1407 on roll)

GEOGRAPHY Scale 1. A well qualified graduate able to teach all ages and abilities up to and including 'O' level, 16+ (Avery Hill course) and 'A' level Schools Council Preparation. A willingness to take part in residential field courses is desirable.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher, to the Head Teacher at the school concerned within 10 days of publication of advertisement. Enclose SAE if acknowledgement required. Closing date 14th October 1985.

Successful opportunity employer

HERTFORDSHIRE

THE BARNWELL SCHOOL
 Barnwell, Stevenage SG8 5BW
 Tel: Stevenage 331000
 Headmaster: M. L. Griffin

Following the promotion of Mr. J. Griffin to Head of Mathematics Department, scale 4, is required for January 1986. Details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SHROPSHIRE

EDUCATION COMMITTEE

SECONDARY EDUCATION

EQUAL OPPORTUNITIES

EMPLOYER

HEAD OF MATHEMATICS

DEPARTMENT, Scale Four

ERCALL WOOD SCHOOL

Wellington, Telford

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

NORTH YORKSHIRE

COUNTRY COUNCIL

EASTWOOD SCHOOL

York Road, Eastwood, York YO3 3ST

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

NORTH YORKSHIRE

COUNTRY COUNCIL

RICHMOND SCHOOL

Rochdale Road, Harrogate, North Yorkshire HG1 2JH

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

WILTSHIRE

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SANDWELL

BROUGH COUNCIL

MENZIES HIGH SCHOOL

(11-18 Comprehensive)

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BARNLEY

METROPOLITAN BOROUGH

COUNCIL

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HAVERING

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BIRMINGHAM

CITY COUNCIL

An Equal Opportunity

Employer

EDUCATION

DEPARTMENT

CARDINAL NEWMAN RC

SCHOOL

Pole Road, Birmingham

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HOUNSLOW

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

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HOUNSLOW

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
 11-18 Mixed Comprehensive
 Headmaster: M. L. Griffin

Following the promotion of Mr. J. Griffin to Head of Mathematics Department, scale 4, is required for January 1986. Details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SHROPSHIRE

EDUCATION COMMITTEE

SECONDARY EDUCATION

EQUAL OPPORTUNITIES

EMPLOYER

HEAD OF MATHEMATICS

DEPARTMENT, Scale Four

ERCALL WOOD SCHOOL

Wellington, Telford

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

NORTH YORKSHIRE

COUNTRY COUNCIL

EASTWOOD SCHOOL

York Road, Eastwood, York YO3 3ST

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

WILTSHIRE

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SANDWELL

BROUGH COUNCIL

MENZIES HIGH SCHOOL

(11-18 Comprehensive)

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BARNLEY

METROPOLITAN BOROUGH

COUNCIL

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HAVERING

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BIRMINGHAM

CITY COUNCIL

An Equal Opportunity

Employer

EDUCATION

DEPARTMENT

CARDINAL NEWMAN RC

SCHOOL

Pole Road, Birmingham

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HOUNSLOW

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BIRMINGHAM

CITY COUNCIL

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Employer

EDUCATION

DEPARTMENT

CARDINAL NEWMAN RC

SCHOOL

Pole Road, Birmingham

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HOUNSLOW

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BIRMINGHAM

CITY COUNCIL

An Equal Opportunity

Employer

EDUCATION

DEPARTMENT

CARDINAL NEWMAN RC

SCHOOL

CUMBRIA

COUNTY COUNCIL
THE LAKES SCHOOL
 11-18 Mixed Comprehensive
 Headmaster: M. L. Griffin

Following the promotion of Mr. J. Griffin to Head of Mathematics Department, scale 4, is required for January 1986. Details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SHROPSHIRE

EDUCATION COMMITTEE

SECONDARY EDUCATION

EQUAL OPPORTUNITIES

EMPLOYER

HEAD OF MATHEMATICS

DEPARTMENT, Scale Four

ERCALL WOOD SCHOOL

Wellington, Telford

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

NORTH YORKSHIRE

COUNTRY COUNCIL

EASTWOOD SCHOOL

York Road, Eastwood, York YO3 3ST

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

WILTSHIRE

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

SANDWELL

BROUGH COUNCIL

MENZIES HIGH SCHOOL

(11-18 Comprehensive)

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BARNLEY

METROPOLITAN BOROUGH

COUNCIL

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HAVERING

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Chippenham, Wiltshire

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

BIRMINGHAM

CITY COUNCIL

An Equal Opportunity

Employer

EDUCATION

DEPARTMENT

CARDINAL NEWMAN RC

SCHOOL

Pole Road, Birmingham

Required for January 1986, Graduate Mathematician to lead a team committed to an investigative approach.

Application forms and details available from the Headmaster at the above address. Closing date 4th October 1985. (06549) 133418

HOUNSLOW

LONDON BOROUGH OF

BARNLEY

SHELDON SCHOOL

Drrell Mount, Wigan WN3
18106
Tel: Wigan 214860
I am seeking Comprehensive
SCIENCE Scale 2
Application forms and further
particulars available from and
returnable to the Headteacher
at the school (a.s.a.p. please).
Closing date: 4 October,
1985. Ref. A38. 134820
18106)

Scale 1 Posts

**AVON COUNTY
HINCHROVE SCHOOL**
Fatherhood Gardens, Bristol
BS14 9BU

Required for January 1986, a teacher of Biology. Ability to offer Biology to 'A' level will be an advantage. Fixed term contract to August 1986.

Further details from (sample), and letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing R90, as an Equal Opportunity.

Use Employer considers applicants on their suitability for the position regardless of race, disability or sexual orientation. (18338) 134822

BARNET
LONDON BOROUGH
ST. MARY'S C.E. SCHOOL
London, Hendon, London
NW4 1AB
Tel: 01-203 2827
A primary school comprehensive.
Roll 830. Sixth Form 110
Required January, 1986 (or earlier) by arrangement.
To substitute teacher of BIOLOGY
(Scale 1) to assist with
teaching of subject throughout
year. Will be responsible for
well equipped laboratories.

Application forms and further
 information from Kew
 Director of Educational Services
 (070723) 344822

DORSET
FERNDOWN UPPER SCHOOL
 Ferndown Grove, Ferndown
 BH20 9EY
 15 - 18 Mixed
 Telephone, 1370 on roll
 Head: Miss M. Tilly, B.A.
 Required for November 1988
 Biology 1 Teacher
 Biology (Temporary) Scale 1

probably until Easter, to cover for maternity leave. Application forms, and further details from the Kase on receipt of large sum. Closing date: 14th October 1985. (13031) 13482

SCHOOLS
RY SCHOOL, Cadogan Street,
Cleveland TS3 8PX.
(00).

and experienced teacher for Language Develop-
ment desirable.

SCHOOL, Cookgate, Nunthorpe, Mid-

experienced teacher who can take responsibility for
and returnable to the Chairman of Governors at

SCHOOL, Avalon Court, Hamlington,

... a suitably qualified teacher of Art to teach
responsibility for a well equipped specialist Ceramics
... mixed comprehensive, 981 on roll, Catcote
... and TS24 9PB.

CS/COMPUTING
with an interest in Computer Studies and capable of
The post will be permanent to the Authority and
combined comprehensive, 1,140 on roll

EDUCATION (BOYS)
School: [Typical Education, Home and of the School year:
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100

RICHMOND UPON THAMES

Required for October
1985. Temporary Lecturer
in Geography.

For details please refer
to Further Education Sec-
tion. (15434) 140025

SURREY
EDUCATION COMMITTEE
ESHER COLLEGE
Windsor Road, Thames
Diton, Surrey
Mixed open access 6th Form
College. 700 students.
From January 1986, to
well qualified teachers for the
following Scale 1 posts:
(i) To teach GEOGRAPHY
CEE 'O' and 'A' levels.
(ii) To teach SOCIOLOGY
'O' level.
Candidates should also
be able to teach Economics and
Business Studies at least
'O' level. For both posts can-

TEACH ON EXCHANGE on a course abroad. See Overseas column and Education column. (06441) 1400

and girls aged 2 - 18 years with severe learning difficulties.
B.A.E. for application form/further details from A.E.O. Area Education Officer, Sun Alliance House, West Street, Basingstoke, Hants. RG21 1LU.
Closing date for receipt completed applications: October 1985. (06028) 160

Business Studies
Have a degree or appropriate
experience

Principal at the College,
application forms should
October 1985.

ORSET
County Council

TEACHER

UP 4 (S)
ARK SCHOOL
ne, Sutton, Surrey
es on 1st January or 9th
school for children with
cilities aged from 2½ to
s facilities for 70 children,
approximately 60 on roll.
and further particulars
Director of Education,

October 1985. (9251)

a foolscap a,a,e:

er/Centre Director in New Milton
Countywide team of specialists
County Drama Adviser.

Millon in the New Forest Area
will play a crucial role in the
working in Schools and Colleges in the
for the running and development of
centre within the community. This
youth and Adult Education.

orms; which should be returned
able from the County Education
Hants, SO23 6UG, quoting ref
a foolscap A4 etc.) or telephone

**LEARNING SUPPORT
DEPARTMENT**
Head of Department, Scale 5

Experienced teacher to
implement Warnock-based
approach to full range of
learning difficulties.

Application forms free
and returnable to the post
(s.a.s.), (19884) 1361

SCIENCE (SCALE 1)
 Required from Christmas
 teach Physics in the Upper
 School and Combined Science
 in the First and Second Years
ASSISTANT TEACHER
P. E. COSGROVE, P.T.C.
 Required from Christmas
 teach P.E. throughout 1
 Senior School and Geography
 up to Ordinary Level standard
 Applications in writing
 to the Headmaster.
 135530. 13566

Those applicants who have
communication by 26th Oct
their application has been

KENT

it received a further
er 1986 should assume that
successful.

(2348)

**COUNTY
COUNCIL.**

LONDON BOROUGH OF SUTTON

October 1985. (9551)

1. **CDT**
2. **Physics**
3. **Primary age range**
4. **Home Economics, with**

the ability to offer at least one other subject

Applicants should be able to give effective assistance in a

Application forms and further details from the County Education Office (Ref. T8), Springfield, Maidstone, Kent, ME14 2LJ (please state subject area). Closing date 27th September, 1985.

Those applicants who have not received a further communication by 28th October 1985 should assume that their application has been unsuccessful.

(p6)48

KENT COUNTY COUNCIL




currently there are approximately 60 on roll.

Application form and further particulars obtainable from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (see please).

Closing date 3rd October 1985.

(9251)

LONDON BOROUGH OF
CARSHALTON

78

SECOND

continues

BRENT
LONDON BOROUGH OF
Brentford, Middlesex
Tel: 01-835 5555
Required for January 1986
A suitable person for the post of
Assistant Headteacher for the
primary school. The successful
candidate will be responsible for
the day-to-day running of the
school and will report to the
Headteacher. The post holder
will be expected to have a
minimum of 10 years' experience
in primary education and to
hold a relevant qualification.
Salary: £10,000 p.a. (plus
allowance for London).
Closing date: 11th October 1985.
Applications should be sent to
the Headteacher, Brentford
Primary School, Brentford, Middlesex.
1985. (06400)

BROMLEY

LONDON BOROUGH OF

Bromley, Kent

Tel: 01-835 5555

Required for January 1986

A suitable person for the post of

Assistant Headteacher for the

primary school. The successful

candidate will be responsible for

the day-to-day running of the

school and will report to the

Headteacher. The post holder

will be expected to have a

minimum of 10 years' experience

in primary education and to

hold a relevant qualification.

Salary: £10,000 p.a. (plus

allowance for London).

Closing date: 11th October 1985.

Applications should be sent to

the Headteacher, Bromley

Primary School, Bromley, Kent.

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SPECIAL HEADSHIPS

continues

SHEFFIELD

CITY OF SHEFFIELD

EDUCATION DEPARTMENT

TAPTON MOUNT PRIMARY AND

NORTHAMPTON ROAD, SHEFFIELD

(Visually Handicapped)

Required for January 1986

A suitable person for the post of

Assistant Headteacher for the

primary school. The successful

candidate will be responsible for

the day-to-day running of the

school and will report to the

Headteacher. The post holder

will be expected to have a

minimum of 10 years' experience

in primary education and to

hold a relevant qualification.

Salary: £10,000 p.a. (plus

allowance for London).

Closing date: 11th October 1985.

Applications should be sent to

the Headteacher, Tapton Mount

Primary School, Tapton Mount, Sheffield.

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DERBYSHIRE

ALDERWASLEY HALL

SCHOOL

DEPUTY HEAD

Required for January 1986

A suitable person for the post of

Assistant Headteacher for the

primary school. The successful

candidate will be responsible for

the day-to-day running of the

school and will report to the

Headteacher. The post holder

will be expected to have a

minimum of 10 years' experience

in primary education and to

hold a relevant qualification.

Salary: £10,000 p.a. (plus

allowance for London).

Closing date: 11th October 1985.

Applications should be sent to

the Headteacher, Alderwasley Hall

Primary School, Alderwasley Hall,

Derbyshire.

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